

Social Studies 1201

Curriculum Guide 2018



Education and Early Childhood Development

***Department of Education and Early
Childhood Development
Mission Statement***

***The Department of Education and Early Childhood Development
will improve provincial early childhood learning and the K-12
education system to further opportunities for the people of
Newfoundland and Labrador.***

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Section One: Newfoundland and Labrador Curriculum

Introduction

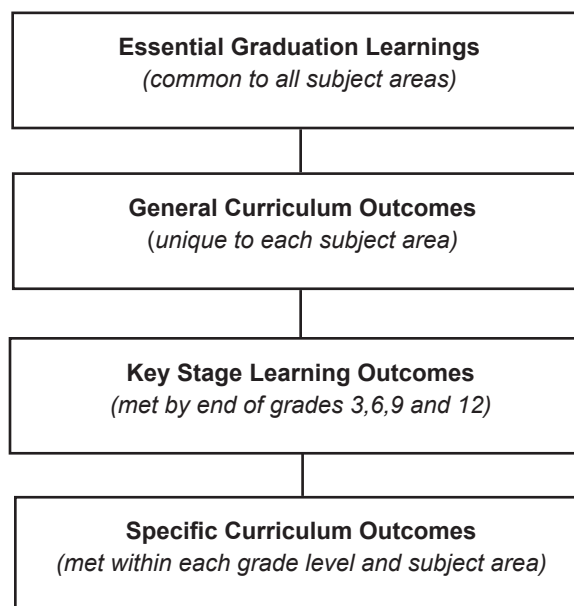
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

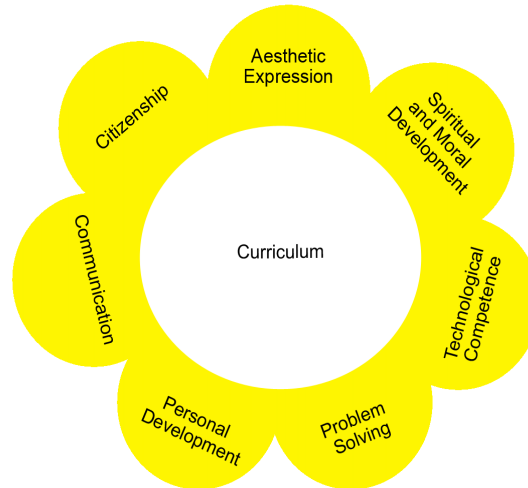
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



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

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

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

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

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

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

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

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

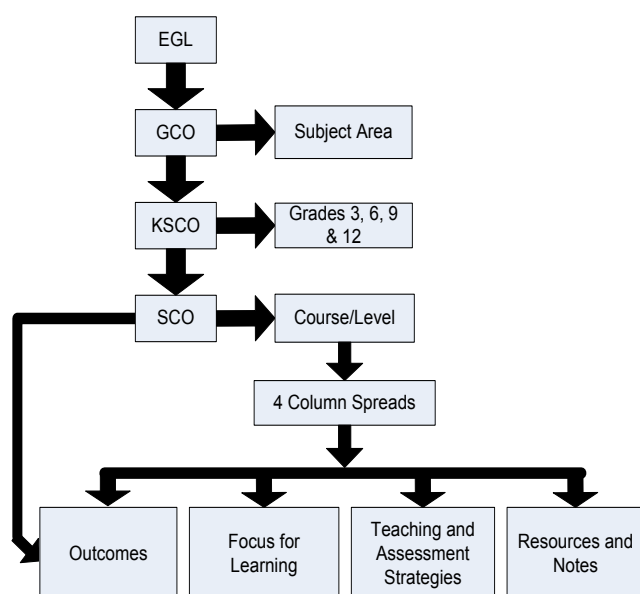
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides



Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



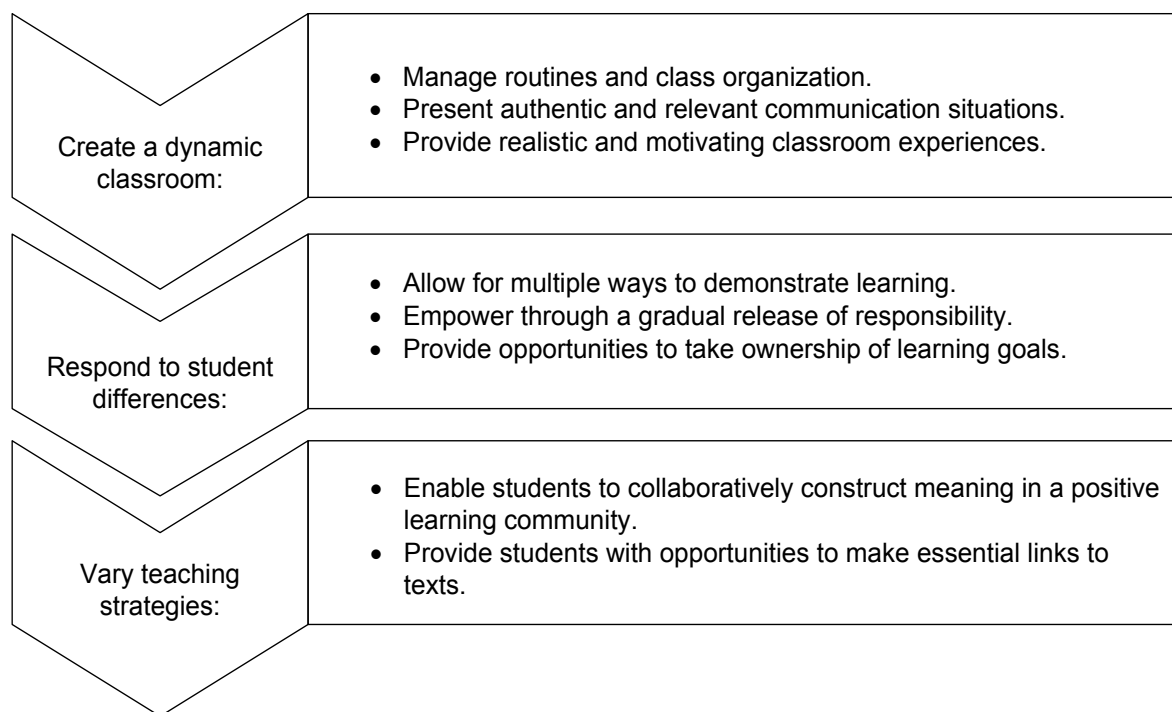
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more in-depth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Meeting the Needs of Students who are Highly Able

*(includes gifted and
talented)*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

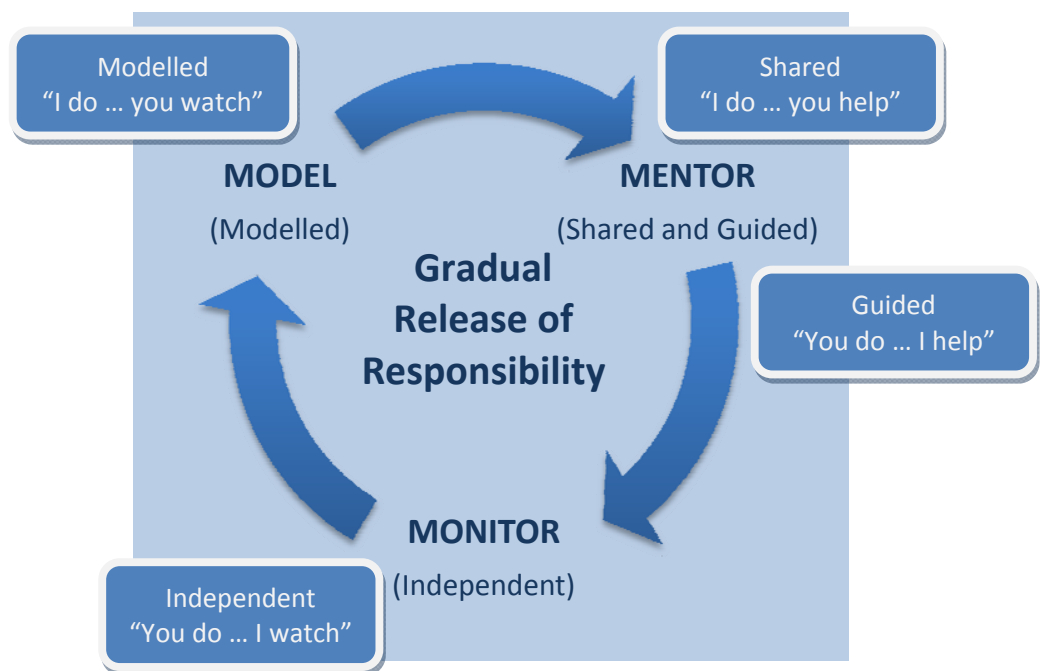
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

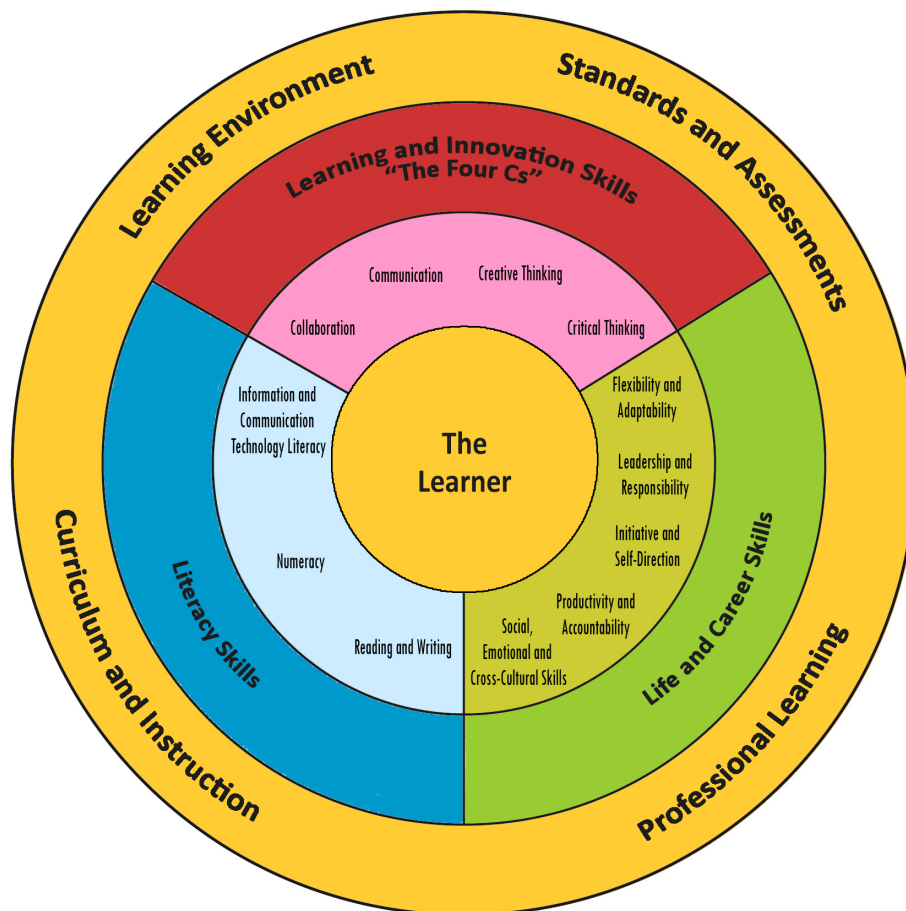
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



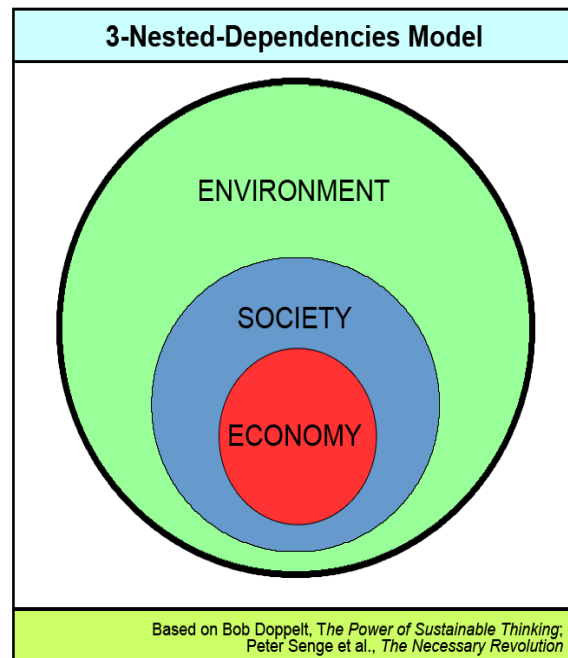
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Our Common Future, 43)

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment as learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment of learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. *Assessment of learning* occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, *assessment of learning* is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Rationale

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and as citizens of Canada and of an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world and through participation in the democratic process improve society.

The social studies curriculum integrates concepts, processes, and ways of thinking drawn from the diverse disciplines of the humanities, social sciences, and pure sciences.

Social studies provides co ordinated, systematic study, drawing upon such disciplines as anthropology, economics, geography, history, political science, psychology, and sociology, as well as appropriate content from the humanities, -mathematics, and the natural sciences. Social studies recognizes and validates the importance of the individual disciplines in providing avenues and perspectives to help students understand issues and problems.

The social studies curriculum provides the multidisciplinary lens through which students examine issues affecting their lives from personal, academic, pluralistic, and global perspectives.

This curriculum is designed to help each learner construct a blend of personal, academic, pluralistic, and global perspectives. Social studies helps students construct a personal perspective as they consider the implication of events and issues for themselves, their families, and their communities. Students construct an academic perspective through the study and application of the social studies disciplines. Students construct a pluralistic perspective as they respect diversity of identity, beliefs, and practices and incorporate diverse points of view into their understanding of issues. Students construct a global perspective as they seek equitable, sustainable, and peaceful solutions to issues that confront our culturally diverse world.

In addition to the development of each learner's own perspectives, this curriculum emphasizes development of the individual's capacity to listen, understand, and respect the perspectives of others.

Curriculum Outcomes Framework

The social studies program is designed to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and citizens of Canada and of an increasingly interdependent world.

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around seven conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies.

General Curriculum Outcomes

GCO 1: Civic Engagement

Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Social studies helps students make informed and reasoned decisions for the public good. This requires that students understand the values upon which democracies are built; possess essential knowledge about their community, province, country, and world; are able to frame inquiries, including skills used for data collection and analysis, synthesis and evaluation, and problem-solving. Additionally, students understand that democracy must be both protected and nurtured by the deliberate actions of citizens.

GCO 2: 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.

The empowered Canadian citizen understands personal rights and responsibilities and the interplay among authority systems, citizens, and public policy. An understanding of the various ideologies and forms of power; the origins, functions, and sources of government power; and the roles played by individuals and groups is critical to informed citizenship. Students will examine how power is gained, used, and justified and how the protection of individual rights and freedoms is ensured within the context of constitutional democracy.

GCO 3: Culture and Diversity

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

Social studies provides students with a lens through which they can examine the cultural experiences of people in their neighbourhoods, Canada, and the world. Appreciation of culture is integral to an understanding of one's self, of one's country, and of

others who share the world. The study of culture opens to students a diversity of perspective about traditions, beliefs, and values. With this understanding, students are better equipped to recognize the similarities of their cultural traditions to those of others and to understand the reasons for the differences. A study of culture enables students to evaluate how cultures are formed, sustained, and transformed by power structures, systems, and individuals within society.

GCO 4: Individuals, Societies, and Economic Decisions

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

Social studies provides students with the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision making. Students will assess the difficulties and dilemmas in developing private or public policies and the need to achieve individual and societal goals. The study of economic concepts, principles, and systems enables students to understand how economic decisions affect their lives as individuals and members of society.

GCO 5: Interdependence

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

Social studies provides students with opportunities to analyze, appreciate, and act on the global challenges of an increasingly interdependent world. It offers students an avenue and perspective from which to survey the impact of technological change on societies and the environment. Through social studies, students learn to appreciate the environment and develop a disposition toward protection and wise use of resources so as to ensure a sustainable future. As students recognize the interdependence of Earth's peoples and the finite nature of Earth's resources, they develop strategies and systems that respect diversity and promote collaborative problem solving.

GCO 6: People, Place, and Environment

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

Social studies examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The study of humans and their environments in the social studies is focused on answering four primary questions: Where is it? Why is it there? How is it organized? and Why is that significant?

GCO 7: Time, Continuity, and Change

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

An understanding of the dynamics of change is critical in social studies. A study of time, continuity, and change enables students to understand their Canadian heritage, who they are, and why their society espouses the values it does through its governments, its institutions, and its culture. History is to society what memory is to the individual. It provides a frame of reference for testing the merits of ideas, philosophies, and beliefs. Through its study, students learn to recognize and evaluate different perspectives and biases in historical writing.

Understanding develops through critical analysis of the events of the past, their effects on today, and their ties with the future. Historical study develops capacities for critical and creative thinking, issues analysis, values clarification, and an examination of perspective. In essence, history provides a window on Canada and the world, serving to broaden our understanding of the interdependent nature of society on a national and global level.

Principles Underlying the Social Studies Program

The social studies program is intended to be both empowering and effective. The following principles should be used to guide instruction and assessment.

Meaningful social studies discourages the memorization of disconnected pieces of information and encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes.

Significant social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.

Challenging social studies occurs when teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.

Active social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

Integrative social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.

Issues-based social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

Course Overview

This course introduces students to citizenship and civics in a Canadian context, and microeconomics and macroeconomics.

Topics include:

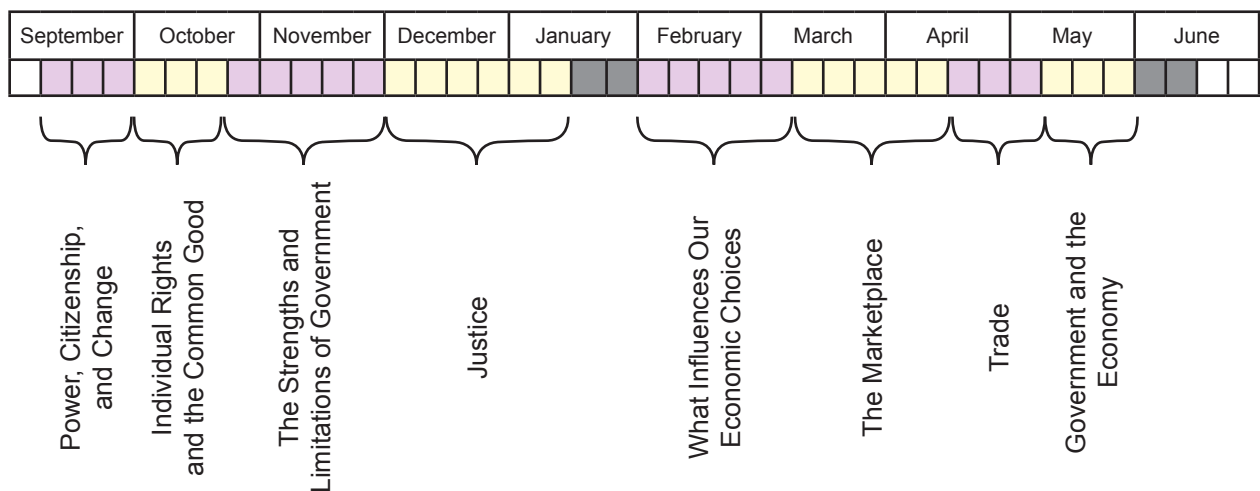
- Unit 1 – Integrated Concepts and Processes Skills¹
- Unit 2 – Power, Citizenship, and Change
- Unit 3 – Individual Rights and the Common Good
- Unit 4 – The Strengths and Limitations of Government
- Unit 5 – Justice
- Unit 6 – Economic Decision Making
- Unit 7 – The Marketplace
- Unit 8 – Trade
- Unit 9 – Government and the Economy

Suggested Yearly Plan

Social Studies 1201 is a two credit course, designed for 110 to 120 hours of instruction.

When planning for instruction it is important to be mindful of the fact that in this course all curriculum outcomes are of equal value. That said, due to a variety of factors – such as the complexity of the outcome and student prior knowledge – some outcomes may require less, or more, instructional time than others. Therefore, teachers must make strategic instructional decisions in order to ensure that at the unit level time recommendations are respected.

For example, Unit 5 on the concept of justice and the Canadian judicial system contains three outcomes, with a total time allocation of 15% or 18 hours² of instruction. Teachers should consider the total time available for the unit and plan for instruction so that the three outcome outcomes in the unit can be achieved within the time available.



¹ This unit is common to all social studies courses, with increasing depth of treatment as students progress from Kindergarten to Level Three.

² Based on 120 hours of instruction.

Unit	Outcome	Time (in %)	Total (in %)
1	1	Integrated	Integrated
	2	Integrated	
	3	Integrated	
2	4	5	10
	5	5	
3	6	5	10
	7	5	
4	8	5	15
	9	5	
	10	5	
5	11	5	15
	12	5	
	13	5	
6	14	5	15
	15	5	
	16	5	
7	17	5	10
	18	5	
8	19	5	15
	20	5	
	21	5	
9	22	5	10
	23	5	
Total			100

Note: There is no specific allocation of time for Unit 1. As part of planning for instruction teachers should, based on student need, determine if direct instruction is needed to ensure that students have achieved the outcomes in this unit. Throughout the course the outcomes in Unit 1 are embedded in each topic.

However, as noted in the Table of Specifications on page 27, students should be assessed explicitly on their ability to apply the concepts and understandings from Unit 1 in novel settings. For example, students might be given a case study and asked question related outcome 2.0:

- *Who are the stakeholders affected by this decision? Why do they hold this view? (SCO 2.5 Perspectives)*
- *What lead to this decision? (SCO 2.3 Causality)*
- *What data supports this decision? What data contradicts this decision? (2.1 Evidence)*
- *How important is this issue? (SCO 2.4 Significance)*

Table of Specifications

When planning for instruction it is critical for evaluation to be aligned with outcomes and instruction. Evaluation should be weighted to reflect

- the relative emphasis among units of study
- the relative emphasis on cognitive levels during instruction

For the purpose of this guide, cognitive levels are defined as:

- Level 1 (knowledge and comprehension),
- Level 2 (application and analysis) and
- Level 3 (evaluation and synthesis)

The teacher should reflect this emphasis across cognitive levels in their instruction. A teaching-learning environment that mainly emphasizes rote memorization (Level 1) would not fulfill the aims of the course.

The cognitive level weightings should also be reflected in the pencil-and-paper component of the evaluation program. If an end of year examination is administered items should be distributed among cognitive levels at the following ratio:

- items at Level 1 should have a total value of 30%
- items at Level 2 should have a total value of 40%
- items at Level 3 should have a total value of 30%

The table of specifications on page 27 is provided to help clarify the relationship between cognitive levels and the weighting of outcomes. This is invaluable for instructional planning, pacing and evaluation purposes.

Please note that the Table of Specifications generally assigns weighting at the unit level. Teachers will need to use their discretion in allocating points to outcomes.

- For example, Unit 2 contains two outcomes and has an assigned value of three percent at Level 1. Each teacher will need to decide if, when constructing a summative year-end exam, if they will include two one-points question for outcome 2 and one one-point question for outcome 3, or vice versa.
- Similarly, it is acceptable to have a single 10-point question for Units 6 to 9 at level 3. Alternatively, a teacher might choose to assess Unit 6 and Unit 7 using a five-point question at Level 3, and for Unit 8 and Unit 9 use another five-point question at Level 3.

However, while teachers are given latitude in how student achievement may be sampled the parameters set out in the Table of Specifications should not exceeded. For example, while the points assigned to Units 2 to 5 for Level 3 can be subdivided, they cannot be combined with the points assigned Units 6 to 9 at Level 3 to create a single 20 point question.

Unit	Outcome	Cognitive Level (in %)			Total (in %)
		Level 1	Level 2	Level 3*	
1	1	--	5	10	15
	2	--	--		
	3	--	--		
2	4	3	4	10	42
	5				
3	6	3	4		
	7				
4	8	4	5		
	9				
	10				
5	11	5	4		
	12				
	13				
6	14	5	5	10	43
	15				
	16				
7	17	3	4		
	18				
8	19	4	5		
	20				
	21				
9	22	3	4		
	23				
Totals		30	40	30	100

** At Cognitive Level 3 instructional tasks tend to be holistic and integrative. Students are expected to engage in developmentally appropriate activities that require both critical thinking and / or creative thinking.*

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

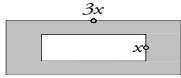
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student's learning

Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p>
	<p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multiple ways

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x -tiles and 12 unit tiles and divide them into three groups.



For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may

- Model division of a polynomial by a monomial by creating a rectangle using four x^2 -tiles and eight x -tiles, where $4x$ is one of the dimensions.

Teachers may

- Ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may

- Model division of polynomials and determine the quotient

- $(6x^2 + 12x - 3) \div 3$
- $(4x^2 - 12x) \div 4x$

Consolidation

Students may

- Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible.

Teachers may

- Discuss why there are so many different possible dimensions.

Extension

Students may

- Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.
- Determine the length of an edge of the cube.

Resources and Notes

Authorized

- Math Makes Sense 9*
- Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant
- Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial
- ProGuide: pp. 35-42, 43-51
- CD-ROM: Master 5.23, 5.24
- See It Videos and Animations:
 - Multiplying and Dividing a Polynomial by a Constant, Dividing
 - Multiplying and Dividing a Polynomial by a Monomial, Dividing
- SB: pp. 241-248, 249-257
- PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

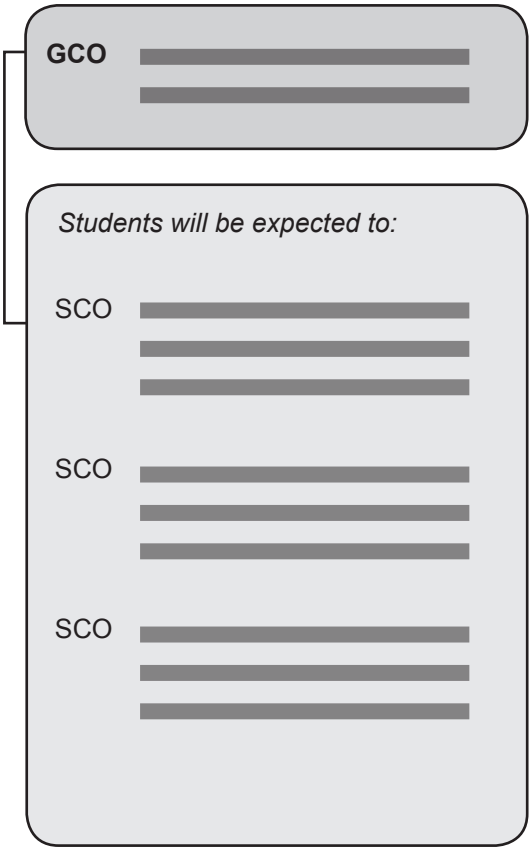
Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to use the Outcomes Framework

At the beginning of each unit there a flow chart that identifies the relationship between the general curriculum outcomes (GCOs) for the social studies program and the specific curriculum outcomes (SCOs) for a given course.



The SCOs Continuum provides a context for teaching and assessment for each unit. The current grade is highlighted in the chart.

Previous Course	Current Course	Next Course
SCO <div></div>	SCO <div></div>	SCO <div></div>

Section Three: Specific Curriculum Outcomes

Unit One: Integrated Concepts and Process Skills (ICPS)

Focus

The social studies curriculum has often been viewed as focused on discipline-specific, factual information, where content was an end in itself.

Despite this entrenched focus, when asked by students “Why do we have to know this?” many educators often struggled to provide a cogent answer.

Such an interpretation of social studies is inaccurate.

This unit provides a meaningful answer for both students and educators about the nature and purpose of social studies.

[Social studies is] ... the integrated study of the social sciences and humanities to promote civic competence. ... The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. ...

Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

~ National Council for the Social Studies

It is from this starting point that the context of the unit is established, and its corresponding outcomes:

- 1.0 explain how democratic principles and civic engagement can influence the human experience
- 2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience
- 3.0 respond to significant issues influencing the human experience

These outcomes are not meant to be a discrete unit of work which is to be allotted a specific amount of time to complete. Rather, they should be integrated with the outcomes in units two through nine.

That said, there will be times when concepts and skills from this unit will have to be unpackaged and explained (e.g.; How is significance determined? see delineation 2.4), but even when doing so it should be done within the context of the course outcomes.

Many teachers will report that the ideas contained in this unit are things they “already do.” Thus, the outcomes and delineations in this unit give legitimacy to what some educators have been doing with students, albeit without the nomenclature stated here.

The purpose of this unit is to provide students with the requisite knowledge and skills necessary to make reasoned and informed decisions that can improve our democratic way of life. This is the essence of civic competence.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 1.0 explain how democratic principles and civic engagement can influence the human experience
 - 1.1 explain the principles upon which Canadian democracy is based
 - 1.2 collaborate to achieve a common goal
 - 1.3 be able to act to improve the human experience
- 2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience
 - 2.1 evaluate evidence
 - 2.2 make comparisons
 - 2.3 determine cause and consequence
 - 2.4 determine significance
 - 2.5 explain perspectives
 - 2.6 make value judgments
- 3.0 respond to significant issues influencing the human experience
 - 3.1 frame questions to focus an inquiry
 - 3.2 gather and organize information
 - 3.3 interpret, analyze, and evaluate information
 - 3.4 develop rational conclusions supported by evidence
 - 3.5 communicate perspectives and conclusions

SCO Continuum

Social Studies 9	Social Studies 1201	Social Studies 2201
<p>i.0 The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences</p> <p>i.1 Use an inquiry model to explore and resolve significant questions</p> <p>i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends</p> <p>i.3 Make reasoned assessments based on appropriate criteria</p>	<p>1.0 explain how democratic principles and civic engagement can influence the human experience</p> <p>2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</p> <p>3.0 respond to significant issues influencing the human experience</p>	<p>1.0 explain how democratic principles and civic engagement can influence the human experience</p> <p>2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</p> <p>3.0 respond to significant issues influencing the human experience</p>

Suggested Unit Plan

The range of dates highlighted below emphasize that these concepts, processes, and skills should be throughout the entire year.

September	October	November	December	January	February	March	April	May	June



Integrated Concepts, Processes, and Skills

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>1.0 explain how democratic principles and civic engagement can influence the human experience</p>	<p>The overarching goal of education is to prepare students to become responsible, empathetic and active citizens in this country, our province and in their communities. While this responsibility is spread among all program areas, it is the primary focus of the social studies program.</p>
<p>1.1 explain the principles upon which Canadian democracy is based</p>	<p>This outcome provides opportunity for students to deepen their understanding of the fundamentals of Canadian democracy.</p>
<p>1.2 collaborate to achieve a common goal</p>	<p>The Canadian system of governance, like all democracies, is not perfect but it is based on ideals which have evolved over time. As citizens we benefit from the freedoms granted in the <i>Constitution Act</i> (1982) which are denied to many people on this planet.</p>
<p>1.3 be able to act to improve the human experience</p>	<p>Therefore, it is of vital importance that as citizens we not take our democracy for granted. Students should develop the understanding that the rights and privileges Canadians enjoy today are the results of the efforts of engaged citizens over many years who desired to shape our country.</p>
	<p>Throughout the social studies program students will, during inquiry into other countries, compare Canadian ideals and standards with other jurisdictions. From this comparison students should be able to</p> <ul style="list-style-type: none"> • identify an element of Canadian democracy that is not enjoyed by citizens in another other jurisdiction, and/or • identify elements of Canadian democracy that may be improved on. <p>By the completion of this outcome students should be able to articulate their own vision of what their country should be, and feel optimistic that their actions can help realize that vision and lead to the improvement of the human experience.</p>
	<p>Sample Performance Indicator(s)</p> <p>Complete any two of the following tasks:</p> <ul style="list-style-type: none"> • Three principles that guide governance in Canada include <i>liberty</i>, <i>democracy</i>, and <i>the rule of law</i>. Briefly explain each principle and provide an example to support your response. • Collaboration is an important ability. Why? Include both an example of collaboration and a non-example of collaboration to support your response. • Identify a problem in your community, province, or in Canada. Describe your preferred future where that problem doesn't exist. What actions would you need to take to achieve your vision?

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Display in the classroom images of individuals or groups who serve as agents of change (past and present). When appropriate, refer to these images as examples that support the ideas that civic engagement can influence the human experience.

Examples of Canadian Women:

- Doris Anderson (1921-2007), writer, editor and activist for women's rights
- Mary Shadd Cary (1823-1893), first black female newspaper editor in North America
- Elsie MacGill (1905-1980), world's first female aircraft designer
- Nellie Letitia McClung (1873-1951), suffragist

Examples of Canadian Men:

- John Alexander Macdonald (1815-1891), worked towards the creation of Canada
- Louis Riel (1844-1885), sought to preserve the rights and culture of the Métis from European encroachment
- Clifford Sifton (1861-1929), as Federal Government Minister who encouraged immigration into Canada in the early 1900s
- Joseph Roberts "Joey" Smallwood (1900-1991), brought the dominion of Newfoundland into the Canadian confederation

Examples of International Figures:

- Bill Gates (1955-present), co-founder Microsoft; philanthropist and humanitarian has donated over \$30 B USD to enhance healthcare and reduce extreme poverty
- Mother Teresa (1910-1997), nun and missionary; founded the Missionaries of Charity whose mission is serve "the poorest of the poor"; in 2012 it had 4,500 sisters and was active in 133 countries

Connection

Teachers may

- When discussing issues faced by citizens in other countries, when appropriate, compare how the issues might unfold if it arose in Canada.

Consolidation

Teachers may

- Provide students opportunity to reflect on "what is" and encourage them to envision "what might be." Encourage students to articulate their ideas.

Resources and Notes

Authorized Resource(s)

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp. 35-39

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.1 *explain the principles upon which Canadian democracy is based*

Focus for Learning

Beginning with Kindergarten, students have progressively engaged with the principles and ideals upon which Canada's system of government is based. By the end of Grade Nine, students should have a cursory understanding of the main principles that guide governance in Canada¹, including

- *liberty* – all citizens possess inalienable rights (e.g., freedom of association, belief, and expression); the Constitution Act (1982) articulates and serves to protect the rights of citizens;
- *democracy* – the citizens of Canada are the ultimate source of government's authority; citizens "rule" through open, fair, and regular elections; and
- *the rule of law* – citizens, governments, and all other organizations (both formal and informal) must act within the rule of law (i.e., the law applies to all; no one is exempt).

In the first half of this course students will revisit these principles and ideas as they explore the current organization of government within Canada. For example:

- What are the legal rights of Canadians?
- Are the perspectives of all Canadians represented in Parliament?
- How are the actions of the executive checked in order to prevent any abuse of power?

In the second half of this course students will apply these principles and ideas as they engage with a variety of economic issues. For example:

- In a democratic society, how much should government intervene in the marketplace?
- Should Canadian citizens be guaranteed a minimum level of income?
- Is free trade good for Canadians?

¹ Canada's system of government is a federal parliamentary democracy / constitutional monarchy. However, as the intent is not to focus on the differences among liberal democracies, it is acceptable to use the colloquial expression "democracy" when referring to western liberal democratic governments.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Display the following quotation made by Lester Pearson (14th Prime Minister of Canada; Nobel Peace Prize Laureate) in 1967.

“... we are still a young nation, very much in the formative stages. Our national condition is still flexible enough that we can make almost anything we wish of our nation. No other country is in a better position than Canada to go ahead with the evolution of a national purpose devoted to all that is good and noble and excellent in the human spirit.”

Pose the following question as a way to help engage students with the idea of Canadian democracy:

- Pearson stated that “*we can make almost anything we wish of our nation.*” What do you want Canada to become?
- What are some examples of “*good and noble and excellent in the human spirit*”?
- Each year thousands of people apply to immigrate to Canada. Why do so many people want to move here?

Throughout the course, return to the question “What do you want Canada to become?” as a means to prompt students to deepen their thinking on how Canada should evolve.

Connection

Teachers may

- When examining issues involving citizens’ / human rights (i.e., liberty) in another jurisdiction, prompt students to compare the experience of citizens in that jurisdiction with what citizens in Canada might experience. When practical, ask students to reference the specific section(s) of Constitution Act (1982).
- When examining issues involving governance, prompt students to identify what courses of action are open to Canadians to voice their concerns or bring about change.
- When examining issues involving the application of law, prompt students to consider if the issue in question is fair / just / moral? If students conclude that the situation is unfair / unjust / immoral, discuss the remedies available (e.g., seek advice from NL Legal Aid Commission, refer to the NL Human Rights Commission, launch a civil claim to compensate for damages).

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- p. 130

Suggested

- *How Canadians Govern Themselves* by Senator Eugene Forsey (booklet)
- *Elements of Democracy* by the Center for Civic Education (booklet)

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.1 *explain the principles upon which Canadian democracy is based*

Focus for Learning

Throughout the high school social studies program students will continue to engage with these principles. For example

- in Social Studies 2201 students will examine the historical basis for the modern idea of liberal democracy, and
- in Social Studies 3201 students will respond to issues whereby the perspectives and values of Canadians will be used to guide the development of responses to issues that are inherently complex and multifaceted.

The intent, therefore, of this delineation is to help students develop a frame of reference through which they compare the reality of the world around them against what they understand Canada should aspire to be.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Teachers may

- Display the following quote from Winston Churchill, “No one pretends that democracy is perfect or all-wise.” Invite students to respond to the following question, “Is there a better form of government than democracy?”

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.2 *collaborate to achieve a common goal*

Focus for Learning

Social studies, by definition, is an enabling discipline.

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.¹

Social studies enables students to act both independently and collaboratively in order to improve the human experience. The notion of improving the human experience is understood in the context of this program to refer to any act that better the well-being² of the community, on any scale – local, regional, national or global.

Collaboration is the ability to work together in mutually beneficial ways. In order to work with others to better the well-being of the community and achieve a common goal students must be able to

- work with others in a respectful and peaceful manner;
- collectively “own” the work and be mutually responsible for it;
- engage and contribute their fair share;
- establish and adhere to group rules / norms (e.g., know when it is appropriate to speak and when it is appropriate to listen);
- exercise open-mindedness and flexibility;
- learn from and value the ideas, opinions, perspectives contributions of others;
- demonstrate a willingness to negotiate and compromise to achieve consensus; and
- incorporate feedback, dealing positively with praise and criticism.

The aforementioned points are not new to students. However, while these ideas are common to the overall experience of K-12 education in all program areas, in social studies they are of particular importance. Being able to develop as a citizen who can act to improve the human experience requires one to have ownership of appropriate social skills. Therefore, within social studies the ability to collaborate is arguably of even more importance than discipline-based knowledge.

¹ NCSS Task Force on Standards for Teaching and Learning in the Social Studies, 1993, p. 213

² Well-being includes any outcome that is considered positive and meaningful for those affected.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- As a class, develop a set of guidelines / rules to follow when engaged in group activities.
- Before beginning a small group activity remind students of the norms of collaboration.

Connection

Teachers may

- When organizing students to work cooperatively, provide a copy of a scoring guide (sample provided below; adapt to best suit individual needs and goals). Review the criteria with the class to help ensure that all students have a clear understanding of what successful collaboration looks like.

Criteria	Rating			Example(s)
	1	2	3	
I was respectful of my partners' ideas.				
I was on-task.				
I contributed equally to the task.				
I encouraged my partner(s) to fully engage with the task.				
<i>add other criteria</i>				

Resources and Notes

Authorized

IQ: a practical guide to inquiry-based learning (Teacher Resource [TR])

- pp. 146-149

Supplementary

Tools for Learning by Phillis Arnold ©2001 (TR)

- pp. 74-77

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>1.0 <i>explain how democratic principles and civic engagement can influence the human experience</i></p>	<p>The suggestions under <i>Sample Teaching and Assessment Strategies</i> (column three) frequently include tasks that require authentic collaboration. Examples from this curriculum guide include:</p> <ul style="list-style-type: none"> • Organize students into teams to ... • With a partner ... • As part of a small group ... • Invite students to organize ... • As a class plan and execute ... • As part of a class discussion ... • Working in teams of three ...
<p>1.2 <i>collaborate to achieve a common goal</i></p>	<p>Teachers may wish to develop social / emotional development assessment tools (e.g., checklist) to provide specific feedback to individual students to help her or him achieve this delineation.</p> <p>In summary, students should already be able to work collaboratively with others by the time they enter high school. However, within the high school social studies program students are given additional opportunity to develop and refine their collaborative abilities and to further mature their social-emotional intelligence.</p>

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Students may

- Reflect on the activity you just completed with your partner / group. Respond to one of the following journal prompts:
 - I positively contributed to the activity when I ...
 - In hindsight, while working on this activity I could have been a better partner / group member if I had ...

Note: An exit card could be used instead of a journal.

Self-Reflection 3-2-1
<p>3 things our group did a good job with today:</p> <p>A.</p> <p>B.</p> <p>C.</p>
<p>2 things I did that demonstrated I was open-minded:</p> <p>A.</p> <p>B.</p>
<p>1 thing I will do in the future to encourage my group to think more deeply about our task:</p> <p>A.</p>

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.3 *be able to act to improve the human experience*

Focus for Learning

Throughout the social studies program students frequently engage with events and issues that they may decide were, or are, inappropriate or unacceptable (e.g., racial discrimination, poverty, war). As part of these discussions students construct or revise their mental schema of what they believe the world “should” look like. Sometimes this is referred to as a student’s vision for a “preferred future.”

In addition to examining events and issues that they find troubling, students also engage with events and issues involving positive societal change. For example, when investigating the evolution of social benefits in Canada, students might explore the introduction of child welfare and workers rights legislation at the turn of the 20th century, the introduction of income tax to fund the war effort and some of its consequences such as the creation of pensions for disabled soldiers, the introduction of the Old Age Security Act in the 1920s, the implementation of the Unemployment Insurance Act, the regulation of industrial relations, veterans pensions, land settlement, rehabilitation and education in the 1940s, and the introduction of the Canada and Quebec Pension Plans and Medicare in the 1960s.

It is the idea that people can improve the human experience that serves as the focus of civics within social studies. The selection of specific events and issues help to inform students’ understanding that they can change their world into something they believe is better than what exists.

The regular investigation of examples of positive societal change should help each student develop their own sense of agency – whereby the student feels they are able to realize personal and group goals.

This social studies program contains many opportunities for students to reflect on and imagine how an issue may be addressed in order to improve the human experience. It is important to plan for sufficient time for students to engage in these activities. The integrative nature of these activities also means that multiple outcomes are addressed, including SCO 2.0 and SCO 3.0 from this unit.

Finally, it is important to clarify that while this delineation is intended to prepare students to be “able to act” it respects the principles upon which Canadian democracy is based, notably that of liberty, and thus respects the right of one to not act if they so choose.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- While investigating a problem or an issue invite students to identify what they feel is wrong or inappropriate. Next, ask students to envision and propose a better situation or outcome.

<p><i>We don't like ...</i></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Problem or Issue</p>	<p><i>We would prefer ...</i></p> <p>1.</p> <p>2.</p> <p>3.</p>
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Connection

Teachers may

- Once students have identified a solution to a problem or a preferred response to an issue, invite them to outline the steps / actions that would be necessary to solve the problem or respond to the issue. A graphic organizer may be helpful.

Action Planner

Goal:			
Action(s) to be Taken / Task(s) to be Completed	Person / Group Responsible	Resource(s) Needed	Due Date
1.			
2.			
3.			

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 32-37

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>1.0 <i>explain how democratic principles and civic engagement can influence the human experience</i></p> <p>1.3 <i>be able to act to improve the human experience</i></p>	<p>Examples of activities in this curriculum guide that support the achievement of this outcome include:</p> <p><i>SCO 12.0 explain the importance of activism in promoting social justice</i></p> <ul style="list-style-type: none"> • Select a social justice issue that you feel needs more attention. Create powerful digital images intended to either <ul style="list-style-type: none"> - raise awareness, - provide education for understanding, - encourage individual commitment, or - promote civic action. <p><i>SCO 13.0 explain the significance of rights for individuals and society</i></p> <ul style="list-style-type: none"> • Working with a partner, select a rights-related issue that you feel requires attention. Develop an activism plan to help remedy the situation. <p><i>SCO 20.0 explain how ideas related to justice may change over time</i></p> <ul style="list-style-type: none"> • Identify an emerging trend where there is little / no legislation (e.g., use of drones). Identify possible issues that may emerge, and propose legislation that would help to mitigate harm and promote the common good. <p><i>SCO 26.0 explain how elasticity affects demand and supply in the market</i></p> <ul style="list-style-type: none"> • Provide students with the opportunity to reflect on some of the ethical considerations associated with elasticity in the free market. Organize students into teams and formally debate the following proposition: The marketplace should not set the price of essential goods and services. <p><i>SCO 30.0 explain how government actions can promote economic well-being</i></p> <ul style="list-style-type: none"> • Find a news story which features a community / region that has experienced economic difficulty(ies). With a partner discuss: <ul style="list-style-type: none"> - What were the causes of the economic difficulty(ies)? - How did this affect the community / region? - What could government do to improve the situation?

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Once students have developed a plan to solve a problem or address an issue invite them to undertake a risk assessment / analysis:
 - Identify issues (risks) that could potentially interfere with the implementation of the solution / response.
 - For each risk identified determine how it may be either eliminated or mitigated.

Note: If students identify many risks it may be useful to use a matrix to evaluate each risk. This will allow students to focus their time and attention on the areas that pose the greatest threat.

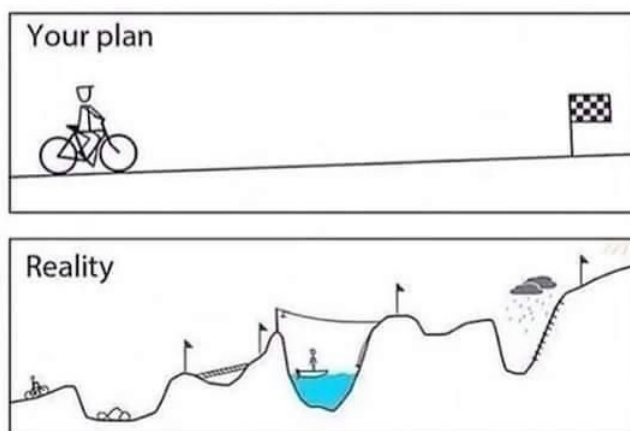
RISK ANALYSIS MATRIX

classify each risk to evaluate the magnitude of its consequences and the probability of it occurring (e.g., drones flying near airports)

PROBABILITY	High	moderate	high	extreme	extreme
	Med	moderate	moderate	high	extreme
	Low	low	low	moderate	high
	V Low	low	low	moderate	moderate
		V Low	Low	Medium	High
		MAGNITUDE			

Students may

- Analyze images that depict plans going awry. What can be learned from this analysis?



Source: <https://www.kent.ac.uk/careers/sk/skillsactionplanning.htm>

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</p> <p>2.1 evaluate evidence</p> <p>2.2 make comparisons</p> <p>2.3 determine cause and consequence</p> <p>2.4 determine significance</p> <p>2.5 explain perspectives</p> <p>2.6 make value judgments</p>	<p>Social scientists apply a range of concepts and processes as they work to better understand the human experience.</p> <p>The social studies program identifies and focuses on six separate, but interrelated concepts or forms of analysis:</p> <ul style="list-style-type: none"> the use of <i>evidence</i> – our shared understanding of the world is based on data that can be validated making <i>comparisons</i> – in order to understand something it is useful to look for similarities, differences, patterns or trends among datum understanding causality – every action is a function of at least one stimulus discerning what is <i>significant</i> – one cannot know everything, therefore we have to use criteria to tease apart the human experience, separating the more important from the apparently less important accounting for varied <i>perspectives</i> – in any group a range of differing views can coexist, thus something may be both right and wrong depending on one's viewpoint understanding how the actions of individuals and groups are shaped by values – rational adults seldom act randomly; whether one is aware of it or not, actions are guided by ideas and ideals <p>These concepts and processes should be used to guide decisions around how to engage students with the curriculum outcomes of the social studies program.</p> <p>By the completion of this outcome students should be able to apply these concepts as they engage in the exploration of the human experience.</p> <p>Sample Performance Indicator(s)</p> <p>For a given news story, explain how each of the forms of analysis may be used to guide an inquiry. Include two sample questions that could be used with each form of analysis.</p>

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- When introducing a topic, have students participate in a gallery walk. At each station have an identified area of focus (e.g., cause and consequence). Ask students to add two focus-related questions that they feel should be investigated.

Connection

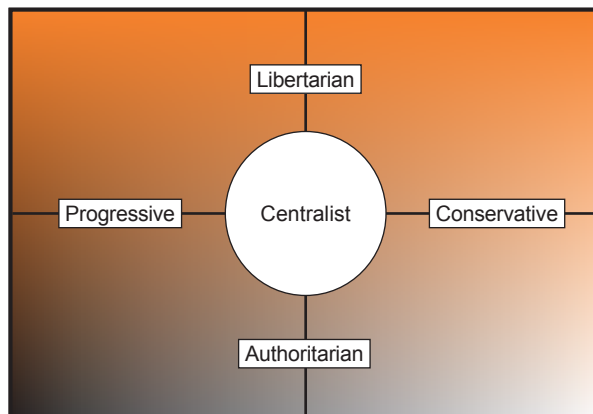
Teachers may

- When students are addressing issues (e.g., orally in classroom discussion; as part of a written assignment) require that they use analysis-specific graphic organizers to record and organize their thinking. *Note: Sample graphic organizers are provided throughout this curriculum guide. For example:*

Evaluate Evidence

Issue	Claim (facts)	Evidence	Evaluation

Make value judgments



Consolidation

Teachers may

- When students are creating position papers or responding to an issue remind them to “double check” that they have applied all of the forms of analysis that are applicable to the matter under investigation.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 6-17
- pp. 142-151

Power and Change: Civics, Economics, and You (TR)

- pp. 2-6

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.1 *evaluate evidence*

Focus for Learning

Social studies, as a social science discipline, is interdisciplinary in nature. However, like the areas of study that make up social studies, it is based on the use of evidence. Consider the following examples:

- economics – sales data is used to determine the impact of marketing on consumer choice
- geography – census data is used to determine dependency ratios which will inform provincial government spending priorities in relation to education for children and health care for the elderly
- history – the motives of Prime Minister Pearson for the introduction of the Canada/Quebec Pension Plans can be understood by an examination of public and private documents, and through interviews with individuals involved in the preparation of the legislation
- political science – the laws and constitution of a country are examined to determine the degree to which it has endorsed the principles set out in the UN Declaration of Human Rights

It is important to make this point as some individuals may feel that social studies merely involves the expression of one's opinion, and as such there is no "right" or "wrong" as everyone is entitled to an opinion. It is vital for students to understand that the search for and establishment of factual evidence is key to the development of supported or substantiated opinions which can be defended and upon which important decisions can be made or conclusions drawn.

The starting point of inquiry is the evaluation of evidence.

In social studies, students have often been expected to locate information to answer factual questions (e.g., the date of Confederation). However, students also need to use (e.g., interpret) information as they construct / formulate reasoned judgments (e.g., should Canada ban the use of nuclear sources of energy).

The degree to which a question can be answered or a reasoned judgment constructed is a function of the *quantity* and *quality* of the information available:

- quantity – the more data available the more definitive the conclusion, as various sources can support / validate each other; for example, which conclusion is more likely to be reliable:
 - A – three consistent witness statements and a corroborating video of the event
 - B – a social media posting based on a second-hand report (i.e., not an eye-witness)
- quality – the accuracy and credibility of data will also influence the reliability a conclusion; for example, which source is more likely to be accurate and/or believable:
 - A – a video recording of an accident
 - B – a word-of-mouth statement from a relative of the person denying responsibility for an accident

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Help students develop a standard routine when beginning an inquiry or discussing an issue. For example, ask students to
 - identify the claim / assertions,
 - identify the supporting evidence, and
 - evaluate the evidence.

A standard template or graphic organizer may be helpful in allowing students to articulate and organize their thinking.

Issue	Claim / Assertion	Evidence	Evaluation

A version of the questions / template could be displayed somewhere in the classroom as a prompt for students as they begin an inquiry into an issue.

Connection

Teachers may

- When debating two positions / perspectives on an issue, provide students with a scoring scale to assess the quantity and quality of information used by each party.

Position / Perspective:		
Source	Quantity	Quality How accurate / reliable is the information it contains?
		(low) 1 2 3 4 5 6 7 8 9 10 (high)
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 14-15

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.1 *evaluate evidence*

Focus for Learning

Students should develop habits of mind where they

- demand sufficient evidence before answering a question or drawing a conclusion;
- withhold judgment where one cannot answer a question or draw a conclusion because evidence is insufficient or ambiguous; and
- revise a conclusion based on new evidence, thus demonstrating open-mindedness and flexibility.

The ability to work with a variety of sources is not new to students, nor restricted to social studies. For example, in the English Language Arts program students routinely assess various types of written, visual or other types of sources. Thus, the social studies program provides further opportunities for each student to further deepen their ability to evaluate evidence.

Possible sources of evidence include:

- art works
- audio recordings
- diaries
- informational texts
- interviews
- maps
- newspapers
- photographs
- receipts

The following questions may serve as starting points for students when evaluating sources of evidence:

- Reliability – Who is the author? Were they present at the event?
- Motive – Why was the source created? What bias might the author have?
- Credibility – What is the relationship between the author of the source and the subject / issue being examined?

Additionally, certain sources may have specific questions or standards to guide analysis and interpretation.

Students should make use of general and, if appropriate, specific criteria when evaluating evidence.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Students may

- Select and utilize appropriate criteria for assessing a source.
For example, the following may be used when evaluating visual evidence, such as a photograph.
 - Describe the setting and time.
 - Identify the people and objects.
 - How are things arranged in the visual?
 - What's happening in the visual?
 - What is not happening or is omitted from the visual?
 - Was there a purpose for making this visual?

Consolidation

Students may

- Evaluate primary sources using appropriate criteria. For example:

Criteria	Example / Reference	Degree of Credibility <i>Low ... High</i>
<i>Authorship</i> : In what way(s) is this person qualified to be a primary source		
<i>Bias</i> : Does the author have a vested interest in the event / issue?		
<i>Inclusive</i> : Does the author consider and, if appropriate, include other or conflicting perspectives?		
<i>Logic</i> : Does the source make use of appropriate cause-and-effect relationships?		
<i>Plausible</i> : Is the explanation within the source probable and/or reasonable?		

- Evaluate secondary sources using appropriate criteria. For example:

Criteria	Example / Reference	Degree of Credibility <i>Low ... High</i>
Sources are credible		
Relevant information is included		
Sufficient number of sources used		
Alternative perspectives are identified		

Resources and Notes

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.2 *make comparisons*

Focus for Learning

The ability to make a comparison and observe either similarity or difference is an important skill with relevance for daily living. Also, making comparisons is a common, and natural, starting point for inquiry.

More specifically, within social studies the ability to identify continuity and change is one of the primary ways a person constructs an understanding of different times (history), different places (geography), and different systems (economics and politics).

At the most basic level, making comparisons allows one to differentiate between alternatives and make a reasoned choice or judgment. For example, comparing fuel economy or purchasing price between two automobiles would inform the decision-making process.

On some occasions the identification of difference or similarity can be quite simple. In the matter of differentiating between automobiles based on fuel efficiency, the data may be readily available (e.g., published by the manufacturer and displayed on advertisements for the vehicle). However, on other occasions more time and effort may be needed if what is being compared is complex, such as when comparing two production operations (e.g., comparing the production of Ford and Rolls-Royce automobiles).

The use of graphic organizers (e.g., Venn diagram) enables students to organize their observations, which may be especially important if the comparison is complex and / or multifaceted.

While making a comparison may be an end in itself, comparison frequently leads to further inquiry. Consider the following scenario:

- A student typically scores 80-90% on their social studies unit tests. However, on the most recent test the student scored 40%.

This scenario may lead to additional questions involving comparison, such as :

- Was the test harder than usual?
- How did other students perform on the test?
- How did other students perceive the difficulty of the test?
- Was there an equal degree of preparation for the test?

Other questions may also emerge that drive inquiry towards the application of other forms of analysis. For example, the following questions relate to cause and consequence (see delineation 2.3):

- Why did this student do so poorly on the test?
- Was the student sick?
- Did the student forget that there was a test?
- Was there a problem with the test itself?

Likewise, sometimes a question may bridge multiple forms of analysis. For example, the question “How did other students perceive the difficulty of the test?” involves not only making comparisons, but also explaining perspectives (see delineation 2.5)

Integrated Concepts and Process Skills

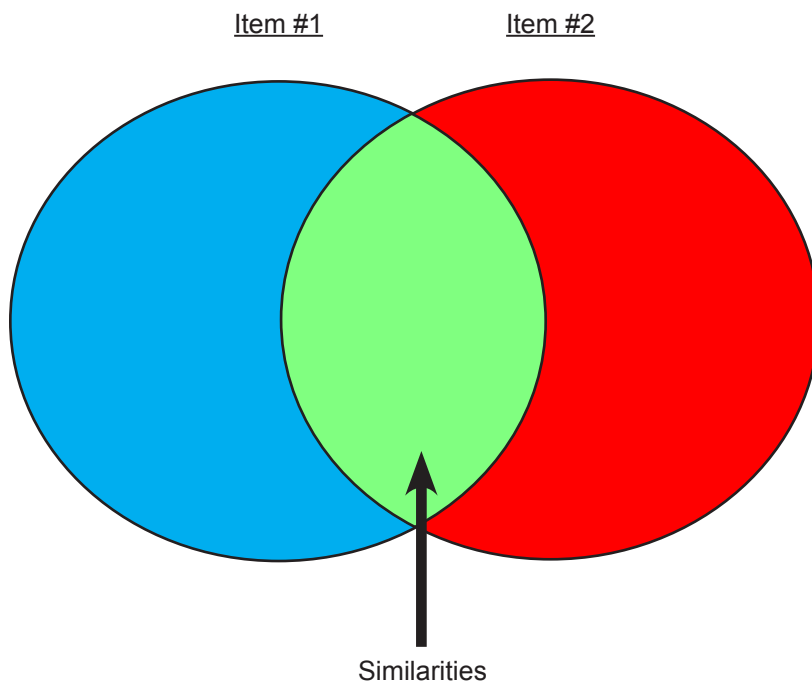
Sample Teaching and Assessment Strategies

Activation

Teachers may

- When beginning to make a comparison, use a graphic organizer to help record and organize students' observations. There are a variety of organizers that can be used.

Organizer #1



Organizer #2

<u>Item #1</u>		<u>Item #2</u>
Different	Similar	Different

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 12-13
- pp. 148-149

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.2 *make comparisons*

Focus for Learning

Thus, inquiry can take on a life of its own.

When making comparisons and observing differences students should be encouraged to generate an array of follow-up questions to drive further inquiry. Even what may appear to be “out-there” (extreme or unusual) questions can lead to deeper understanding.

In addition to stimulating student curiosity and validating student interest, the questions asked by students are revealing in that they provide some insight into students’ interests and perspectives. Furthermore the sophistication (degree of complexity) of the questions posed by students can be helpful in determining the cognitive level at which a student is interacting with the task at hand. Teachers can and should leverage these insights to guide instruction and deepen student engagement.

It is also important to note that if a comparison indicates that there is little or no difference, students should not assume that there was an absence of factors which account for this continuity. Instead, students should just as readily ask “What accounts for this similarity / constancy?”

As students explore the reasons for constancy they may discover that there were forces that could have led to change, but were countered by opposing forces. For example, the fact that women did not receive the right to vote in Switzerland until 1971 does not mean that women (and men) in that country were not advocating for change. Rather, it speaks to the dominance of men in denying the extension of the franchise to women, and to the difficulty in making constitutional change in Switzerland.

Students should understand that:

- Change and continuity are ever present.
- Change can occur at different rates
- Change and continuity can be both positive and negative.¹
- Comparisons can be made over time and space.
- Comparisons can be made between people and place.

¹ Students should not assume that change is “good” or that continuity is “bad”. Frequently we associate innovation with positive change – typically with reference to things that make our lives easier. However, not all innovation is entirely beneficial. For example, while fast food restaurants are convenient for busy people, they contribute to increased rates of heart disease and diabetes.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

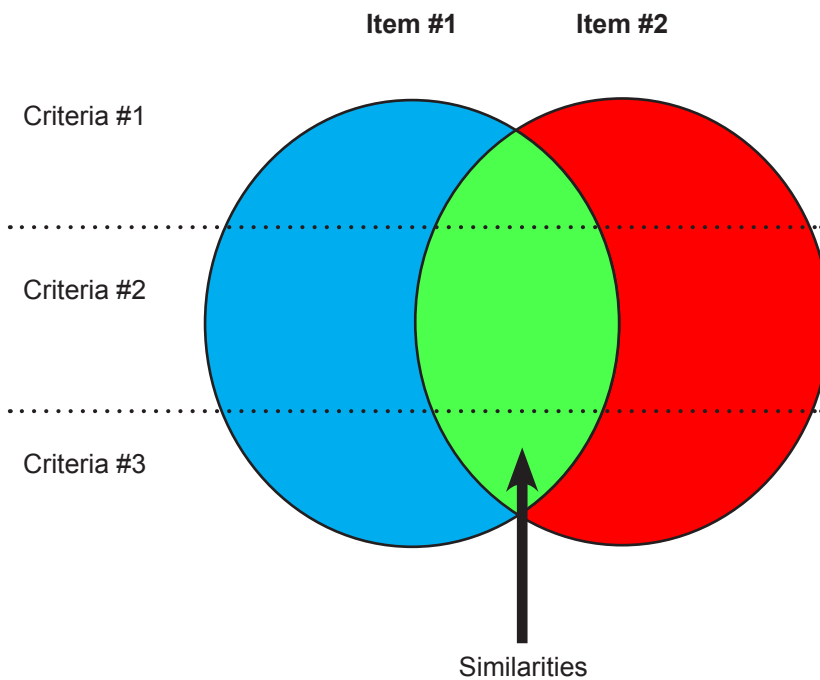
Resources and Notes

Connection

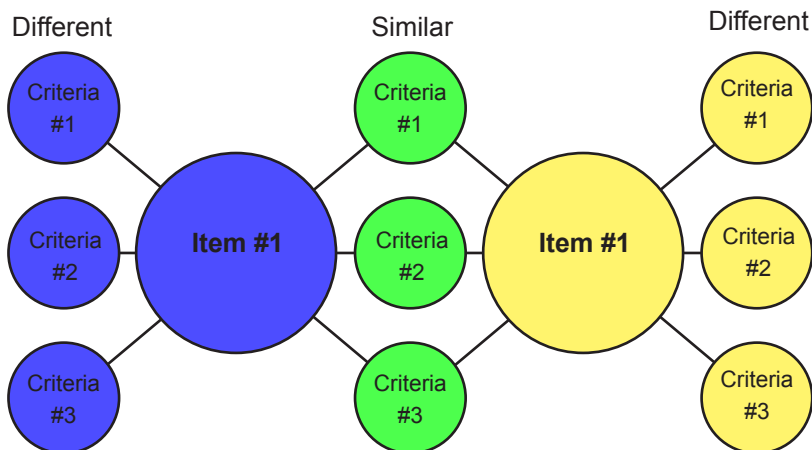
Teachers may

- When making comparisons that involve more than one criteria, use an appropriate graphic organizer to record and organize students' observations.

Organizer #1



Organizer #2



Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.2 *make comparisons*

Focus for Learning

Students should continue to improve their ability to

- identify what has changed,
- describe how it has changed, and
- investigate to determine why change has occurred.

Finally, a useful way to help students deepen their understanding of an event, idea, issues, or trends is to make a comparison in the form of an analogy. Reasoning by analogy is especially useful if the analogy is familiar to students, or is very concrete. This allows for an easier investigation of unfamiliar and / or abstract ideas. Consider the following scenario, where a teacher is introducing the topic of government budgeting and fiscal responsibility.

Let's try to understand the challenges of government budgeting by comparing it to budgeting for a family with children:

- *Assume that the parents have divided up their main expenses into the following categories:*
 - *cleaning and maintenance* - *savings*
 - *food and health* - *transportation*
 - *mortgage*
- *The parents assign a set amount of money for each category each month. Any money that is left over goes into savings.*
- *Usually \$500 per month goes into savings; currently there is \$1500 in savings.*
- *In September a variety of things went wrong:*
 - *the vacuum clean broke and will cost \$500 to repair (cleaning and maintenance)*
 - *baby Suzie was diagnosed with a rare disease and medicine, which costs \$500 per month, is not covered by insurance (food and health)*
 - *the price of milk increased, causing the cost of groceries to increase by \$100 per month (food and health)*
 - *the car's engine seized up due to lack of oil, a rebuilt engine will cost \$2500 (transportation)*
- *What issues have arisen? How would you go about solving these problems? What will be the consequences?*
- *Relate this to government, in general terms:*
 - *Under what categories do governments typically budget money?*
 - *Do governments face unexpected expenses? Provide examples. How do they address these unexpected events? What are the consequences of unexpected occurrences?*
- *Does this analogy give you a deeper insight into the challenges that government's face?*

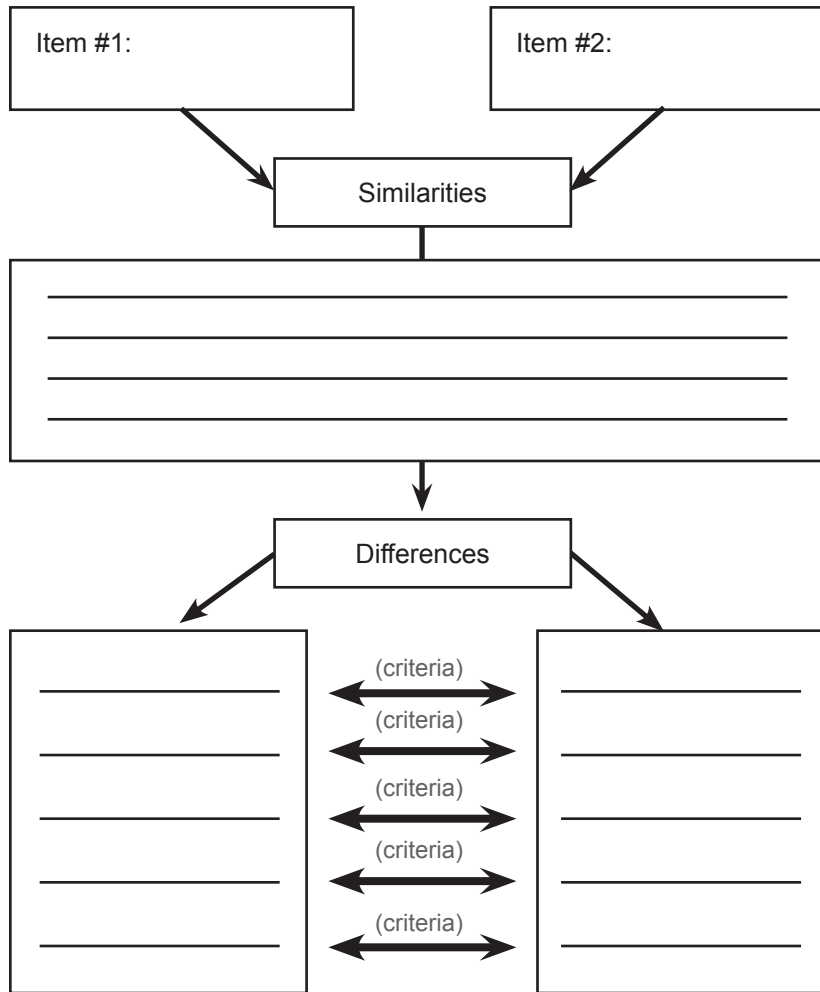
It should be noted with students that analogies are limited and, therefore, are best used as a starting point for inquiry.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Organizer #3



Consolidation

Students may

- Create an analogy that better helps one to understand a complex situation / issue.

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>2.0 <i>analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</i></p>	<p>Perhaps the most important form of analysis used in the social sciences is the identification of cause and consequence.</p> <p>In order to understand an event, idea, issue, place or trend it is necessary to be aware of the forces that have influenced or led to it, as well as the results of those influences.</p> <p>In general terms, the causes of an event can be classified as either</p> <ul style="list-style-type: none"> • immediate causes, or • underlying influences. <p>Immediate causes are the forces which contributed to / result in a particular event actually occurring. For example, if someone was driving above the speed limit on a rainy evening and had a car accident, we could argue that the immediate causes of the accident were excessive speed and slippery driving conditions. But were there any underlying influences? Perhaps there is a growing tendency by people to rush or “be in a hurry”? Or perhaps the roads in the area were not well maintained and contained an excessive number of ruts due to ongoing budget cuts resulting from a downturn in the local economy.</p>
<p>2.3 <i>determine cause and consequence</i></p>	<p>The consequences of an event can be classified as either</p> <ul style="list-style-type: none"> • anticipated consequences, or • unanticipated consequences. <p>To return to the previous example, the driver of the car might have foreseen that travelling at high speed on a rainy night might result in an accident. This is an example of an anticipated consequence. In contrast, when European explorers “discovered” North and South America, and began exploiting the resources they contained, no one anticipated it would result in the deaths of millions of native Americans and the establishment of entirely new ways of life. This is an example of an unanticipated consequence.</p> <p>Additionally, consequences can be further classified as either short-term or long-term.</p> <p>Students have explicitly used this form of analysis since Grade 3. During high school it should be applied by students as a matter of habit, and without teacher prompting.</p>

Integrated Concepts and Process Skills

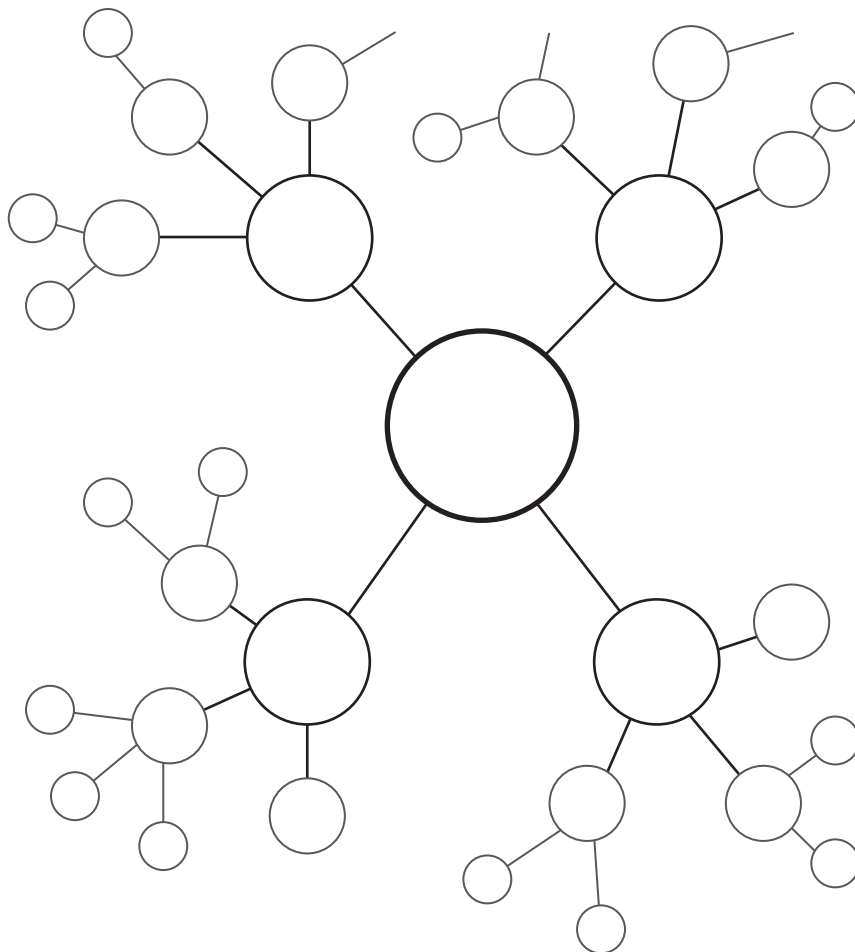
Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce a topic using the question “What might be the consequences of ... ?”
 - Provide students with two or three minutes to create an idea web where they record their initial thoughts before engaging in a small- or whole-group discussion.
 - Conduct a group discussion and ask students to share their ideas.
 - During the group discussion the facilitator should create an idea web, adding ideas from group members.
 - If the same idea is raised multiple times, use tally marks (or some form of colour coding) to identify the commonalities in thinking among group members.

Note: The web can be added to throughout the exploration of the topic; ideas that were accurate can be shaded green while ideas that were inaccurate can be shaded blue.



Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 10-11
- pp. 146-147

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

- 2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*
- 2.3 *determine cause and consequence*

Focus for Learning

The identification of cause and consequences may be one of the easiest forms of analysis for students to understand. From the earliest months of their lives students have experience with applying the concept of causation. For example, students learned that if they wanted the help of adults (e.g., for food, cleaning, or comfort) they could cry, and attention would soon follow and their demands would be met. However, within the domain of cause and consequence there are two common fallacies that students need to be aware of, both in terms of their own thinking and in the evaluation of the arguments by others.

- *The post hoc fallacy* – Derived from the Latin phrase “post hoc ergo propter hoc” (meaning “after this, or therefore because of this”) sometimes people assume that because one event (A) was followed directly by another event (B) that event (A) caused event (B). This is common error in logic. Frequently, two successive events may be completely unrelated. For example, a rooster wakes up in the early morning and crows. Moments later the sun rises. Did the rooster’s crowing cause the sun to rise?



Illustration by Randolph Caldecott (1887)

base on an engraving by Edmund Evans

Creative Commons (source: https://en.wikipedia.org/wiki/Edmund_Evans)

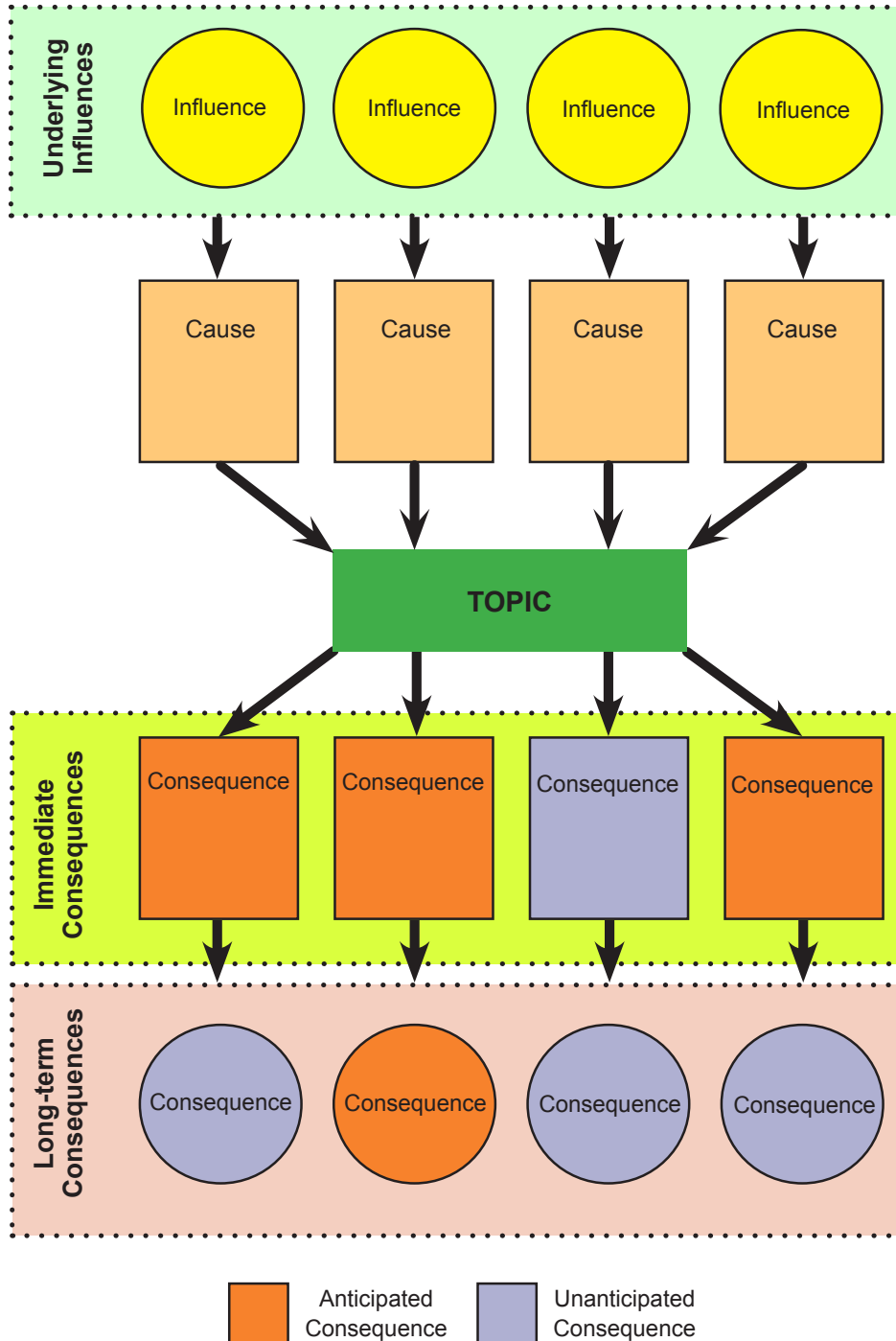
Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Connection

Students may

- Complete a graphic organizer to summarize the causes and consequences of a topic under investigation.



Resources and Notes

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.3 *determine cause and consequence*

Focus for Learning

- *The fallacy of single causation* – A similar error in logic occurs when it is assumed that there is a single, simple cause or explanation for an outcome when in reality it may have been the result of a number of contributing causes. The car accident noted earlier in this section is a good example, as the accident was likely the result of at least two causes.



Creative Commons (source: <https://pixabay.com/p-83008>)

Finally, coupled with identifying cause and consequence is the notion of prediction / speculation.

It is appropriate to ask students to predict or speculate what may be the possible outcome(s) of a particular cause (e.g., event, idea). When making a prediction / speculation, students should be encouraged to use past knowledge to inform what they estimate will occur.

One of the benefits of this pedagogic activity is the deepening of students creativity. When invited to speculate, without restrictions, students can explore new realms and ideas.

Additionally, student engagement can be increased by regularly asking questions related to speculation and the application of cause and consequence. Classic stems to begin speculation include:

- What might happen if ...
- Let's assume that ...
- Imagine ...

Integrated Concepts and Process Skills

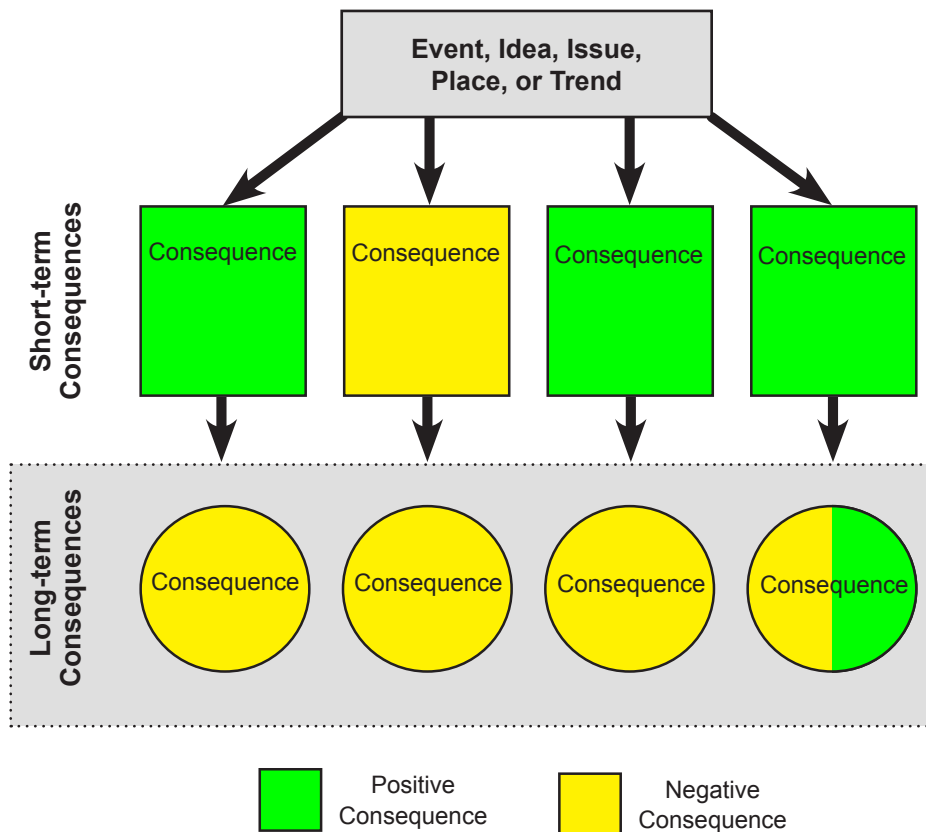
Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Invite student to evaluate the consequences of an event, idea, issue, place, or trend. Use colour to classify each consequence.

Note: The process of evaluating consequences overlaps with delineations 2.4, 2.5, and 2.6.



Note: The connecting arrows between short-term consequences and long-term consequences are not intended to imply a direct relationship. Similarly, students may observe that one or two long-term consequences contribute(d) to another level of consequence.

Resources and Notes

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.4 *determine significance*

Focus for Learning

Why do we learn about certain topics, but not others? Are all topics equally important? Who decides that something is “important”? What should we teach students? How do we answer students when they ask, “Miss/Sir, why are we learning about this?”

The criteria used to select what and who should be remembered, researched, taught and learned varies according to setting. We put effort into learning about and remembering that which others identify as significant, but how are those choices made?

In the context of the social sciences, information, events, ideas, issues, places, and trends are said to be significant if there are deep consequences (magnitude) for many people (scope) over a long period of time (duration).

At the high school level, students should be able to apply the criteria of magnitude, scope, and duration to determine the relative importance of a given scenario.

Additionally, students should understand that something may be considered significant if it is revealing – that is to say, it “sheds light” on a topic. For example, there may be little that was unique about the way the inshore fishery was conducted in Upper Island Cove during the 1800s, but by studying about this particular experience, insight may be gained about the nature of the inshore fishery as a whole at that time period.

Determining what is significant becomes increasingly complex when we consider the influence of *time* and *perspective*. Consider the following:

- the influence of time:
 - In the 1920s the First World War was believed by many people to be the most tragic war in history.
 - However, in the 1950s the consequences of the Second World War were so profound that many felt that it was the most tragic war in history.
- the influence of perspective:
 - Confederation with Canada, many would argue, was the most significant event in the lives of Newfoundlanders and Labradorians during the second half of the 20th century.
 - However, this event might not be considered as significant by those whose lives were uprooted by resettlement programs between 1954 and 1975.
 - Similarly, while the history and heritage of the inshore fishery of the 1800s is important to Newfoundlanders and Labradorians, it is not particularly important to other Canadians.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Connection

Teachers may

- When determining significance invite students to use a rating scale to assess each criterion.

CRITERIA	EVENT #1	EVENT #2
Magnitude <i>How were people affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
Scope <i>How many people were affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
Duration <i>How long have people been affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
TOTAL		
<div> <div>Low</div> <div>Moderate</div> <div>High</div> </div> <div>0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10</div>		

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 8-9
- pp. 144-145

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.4 *determine significance*

Focus for Learning

The ability to establish significance is a critical concept in social studies. It enables students to assess for themselves why information, events, ideas, issues, places and trends are worthy of study.

This form of analysis is integral in fulfilling the aim of the social studies program:

[The social studies program is designed] ...to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

Foundation for the Atlantic Canada Social Studies Curriculum

Finally, it is important to emphasize that the focus of this outcome is on the development of skills. Given that determining significance is arguably the most complex of the analytic skills in outcome 2.0, teachers should pay particular attention to *how* a student determines significance – the final answer is not necessarily as important as the development of the student's ability to apply the criteria of magnitude, scope and duration, while being mindful of the influence of time and perspective. Put another way, in mathematics a student may obtain the correct answer, yet the teacher will want to see the calculation which led to the correct response. By the same token in social studies, a student's determination of significance must be grounded in the application of three criteria

- magnitude,
- scope, and
- duration.

These criteria should be clearly evident to the classroom teacher by what is said, displayed or written.

Determining significance provides students with the opportunity to think deeply about subject matter, as well as the ability to formulate reasoned judgments, based on criteria (i.e., to think critically).

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Teachers may

- Organize students to debate the following propositions:
 - Some of the criterion used to determine significance are more important than other criterion in specific cases. (e.g., Event #1 is more significant than Event #2 even though Event #1 involved one person, while the Event #2 involved 100 people.)
 - Criteria other than magnitude, scope, and duration can be used to determine significance. (e.g., If a resource is renewable or non-renewable.)

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>2.0 <i>analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</i></p>	<p>Perspective is concerned with understanding how people view information, events, ideas, issues, places, and trends. The challenge for the student is to suspend his or her frame of reference and instead, view the matter at hand in terms of other points of view.</p>
<p>2.5 <i>explain perspectives</i></p>	<p>Once a perspective has been identified, students should also consider the various forces which influenced the development of that point of view, such as culture, values and experience. For example, the question “Why might the person / group hold this view?” guides inquiry leading students to use the concept of causation (see delineation 2.3). Additional questions may include:</p> <ul style="list-style-type: none"> • Who will be affected by this decision? What are their views? Why might each affected party view the situation that way? • How might a person living in another country view this problem? Why might they see it that way? • Why did people living in that time period feel that this action was appropriate? • How might geographic factors have influenced their perspective? <p>This would apply both when students are thinking in temporal terms (i.e., persons living in another time period) and in spatial terms (i.e., persons living in a different place).</p> <p>When considering historical events, students need to understand the importance of avoiding presentism (i.e., the application of present-day ideas and perspectives on depictions or interpretations of the past). Students need to develop an understanding of the prevailing ideas and attitudes of the time period under investigation. When students investigate the past it enables them to do more than understand another person’s point of view. Students are also able to gain a sense of the culture which shaped the actions and behaviours of people living at that time.</p> <p>In a similar way, students should suspend their own cultural values and ideals when exploring other places. Students need to be afforded opportunity to develop “a sense of place” wherein they come to appreciate the cultural and physical influences at work in the lives of others. This is particularly important as students develop the ability to be mindful of the geographic context in which an investigation occurs.</p>

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- When beginning a discussion invite students to identify the stakeholders (i.e., those who would be affected by / interested in the event, idea, issue, place or trend).

Connection

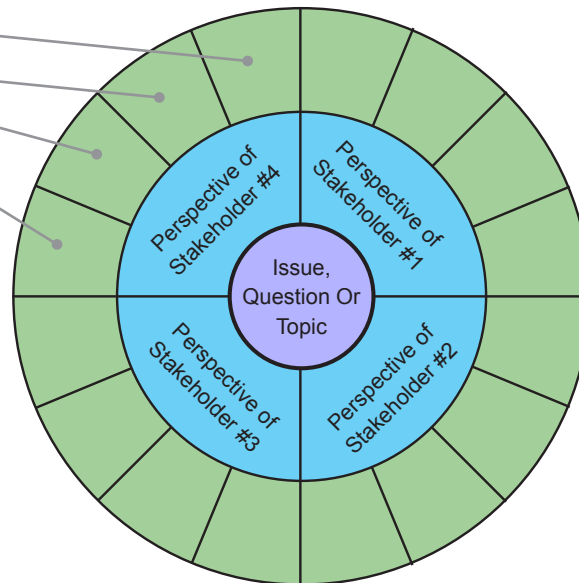
Teachers may

- During discussion use a pie-type chart to record the perspectives of stakeholders. Once perspectives have been recorded, identify the various forces that influence(d) the perspective of each stakeholder.

Influences

Consider how the following factors may influence a stakeholder's perspective:

- cultural / social
- economic
- geographic
- political



Consolidation

Teachers may

- Following the identification and exploration of the perspectives of stakeholders, analyze the data to identify similarities and key differences among stakeholders.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 6-7
- pp. 142-143

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.6 *make value judgments*

Focus for Learning

Sometimes inquiries in social studies raise questions related to ideas of right and wrong, good or bad, or community standards. This requires that students wrestle with the ethical and moral dimensions associated with information, events, ideas, issues, places, or trends.

All human beings face ethical and moral dilemmas. By way of systematic exposure to age-appropriate scenarios, students should develop their reasoning abilities and become equipped to wrestle with, and respond to, issues that have ethical or moral dimensions more effectively.

Taking time in the classroom to help students develop this ability is part of the process of enabling students to meet the intent of outcomes 1.0, 2.0 and 3.0. The unfortunate reality of the human experience is that during one's lifetime an individual will most likely need to respond to a variety of difficult dilemmas that have deep and personal consequences. Examples that support this argument include:

- Is it ever appropriate to lie to one's family or friends?
- For whom should you vote in an election?
- What values and ideals will you look for in a potential spouse?
- How should one act if they are aware that their unborn child will live a short and painful life due to an incurable disease?
- Is it appropriate to use corporal punishment with children.
- If you observe someone in distress, and are able to help, must you help that individual?
- Do you have an obligation to help those in need?
- As your parents age, how much support should you provide to them?

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- During class discussion, when appropriate, ask students what they feel is important about the topic. Then ask them to explain their reasoning.

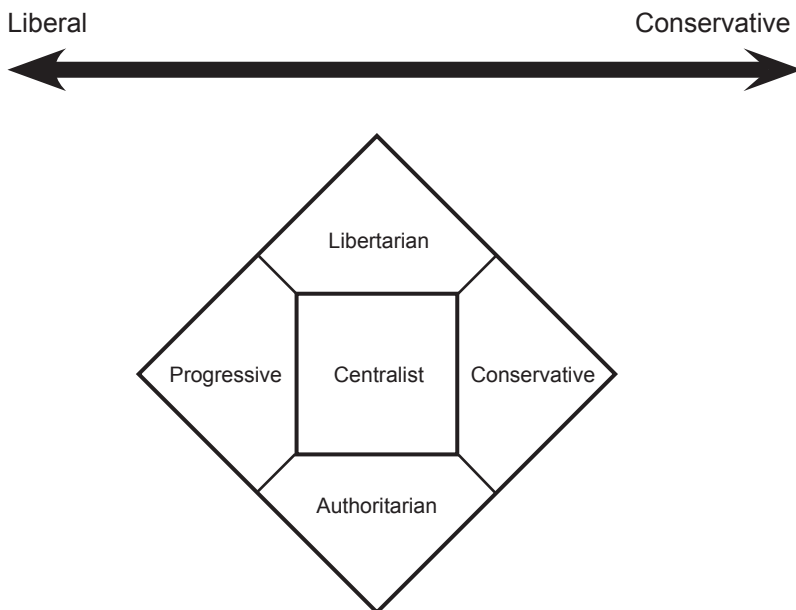
Students may

- When investigating a case study or scenario, use probing questions to identify possible hidden influences. Questions may include:
 - Who wasn't mentioned? Why not?
 - Does anything seem odd or suspicious?
 - Is the argument / justification for the action / choice specious?
 - Can a different explanation account for this?

Connection

Teachers may

- When investigating an issue, ask students to consider:
 - What is at stake?
 - For whom is this important? Why? How will they be affected / influenced?
 - Is this fair to all involved?
 - Have any perspectives been excluded, neglected, or marginalized?
- Use a continuum or matrix to clarify a person's / group's position on identified value(s) / ideology(ies). Examples include:



Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 16-17
- pp. 150-151

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.6 *make value judgments*

Focus for Learning

While not all inquiries involve extreme moral or ethical issues, it is important to raise – where appropriate – questions that ask students to consider what values might or should be considered in relation to the inquiry. Questions such as the following can help to identify and clarify values:

- What is the right thing to do?
- Was this a good law?
- Does this make the most effective use of the resource?
- Is everyone being treated fairly?

Being aware of and understanding the influence of values, morals and ethical standards provides deeper insight into the human experience. For example, understanding the values and ideology that form the basis of a political party will help one to anticipate how that party may act if elected. This knowledge helps one become an informed decision-maker who is aware how their choices (e.g., for whom one votes in an election) can influence the community.

Integrated Concepts and Process Skills

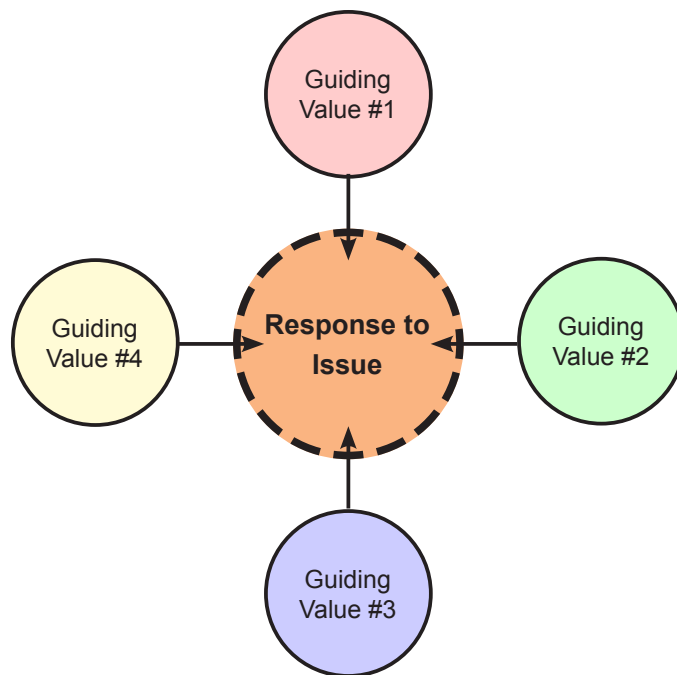
Sample Teaching and Assessment Strategies

Resources and Notes

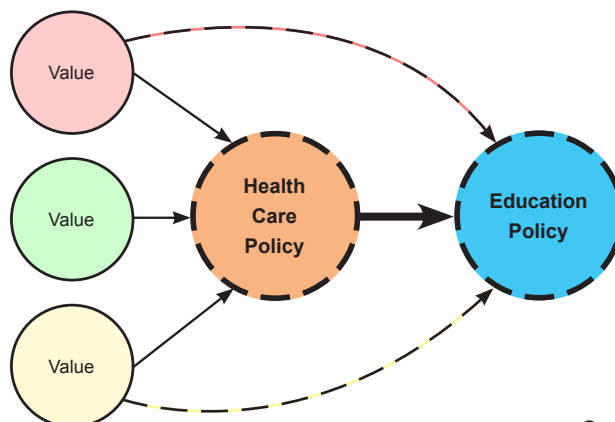
Consolidation

Teachers may

- Before developing a response to an issue, ask students to identify the value(s) that should be used to guide the development of the preferred response.



Note: The border of the center circle is dashed to emphasize that it is permeable, and as such is open to external influences. Likewise, the response to the issue may influence other matters, and could be represented by a line(s) with an arrow pointing away from the circle. For example, some or all the values that may have been used to guide the development of healthcare policy might influence the development of educational policy.



Continued

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.6 *make value judgments*

Focus for Learning

It should be noted that not all ethical dilemmas will lead to a uniform response from students. For example in the case of theft, students will generally value honesty and integrity and believe it is morally wrong to steal. Ethically society does not condone stealing and it is against the law. Yet if given an ethical scenario such as stealing to save one's family from starvation, students often diverge in their beliefs.

Students should be encouraged to explain and support their viewpoints. Some may take a Kantian or rules based stance and explain that stealing is always wrong no matter what the circumstances. Others may take a more pragmatic approach and argue that one's behaviour should be judged on the consequences of the action or the motivations of the actor. The purpose of posing an ethical dilemma is not to funnel students down the path to a "correct" answer or point of view, but rather to have them reflect on their own perspectives and to understand and be able to explain the rationale behind their point of view.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

- Expose students to a variety of issues that create a degree of dissonance and which lead to a variety of perspectives:
 - How should a society respond to those in need?
 - Should the rights of the minority prevail over the will of the majority in a democracy?
 - Are governments justified in suspending or violating people's rights in times of crisis?
 - Is cultural relativism, (not judging and simply accepting cultural practices that differ from our own) an acceptable practice in all circumstances?

Resources and Notes

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>3.0 respond to significant issues influencing the human experience</p>	<p>Research on student achievement suggests that students learn best when they <i>actively</i> and <i>critically</i> inquire into subject matter.</p>
<p>3.1 frame questions to focus an inquiry</p>	<p>Thus I find it necessary to repeat two obvious facts about question-asking. The first is that all our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool. I would go so far as to say that the answers we carry about in our heads are largely meaningless unless we know the questions which produced them. ... To put it simply, a question is a sentence. Badly formed, it produces no knowledge and no understanding. Aptly formed, it leads to new facts, new perspectives, new ideas.</p>
<p>3.2 gather and organize information</p>	
<p>3.3 interpret, analyze, and evaluate information</p>	<p>Neil Postman, "Language Education in a Knowledge Context" in <i>etc: A Review of General Semantics</i> (1980)</p>
<p>3.4 develop rational conclusions supported by evidence</p>	<p>Teachers can increase student engagement in social studies by using the following pedagogical principles:</p>
<p>3.5 communicate perspectives and conclusions</p>	<ul style="list-style-type: none"> • Involve students in shaping questions to guide their study. • Give students ownership over the directions of these investigations. • Require students to analyze subject matter, and not merely retrieve information.
	<p>When these principles are applied, classrooms change from places where teachers "cover" the curriculum to places where students "uncover" the curriculum.</p>
	<p>The uncovering of curriculum occurs only when students investigate questions that present <i>meaningful</i> problems or challenges to address. Meaningful inquiry requires reaching conclusions, making decisions, solving problems, and developing responses to issues.</p>
	<p>By the completion of this outcome students should be able to independently develop a reasoned and meaningful response to a multifaceted issue.</p>

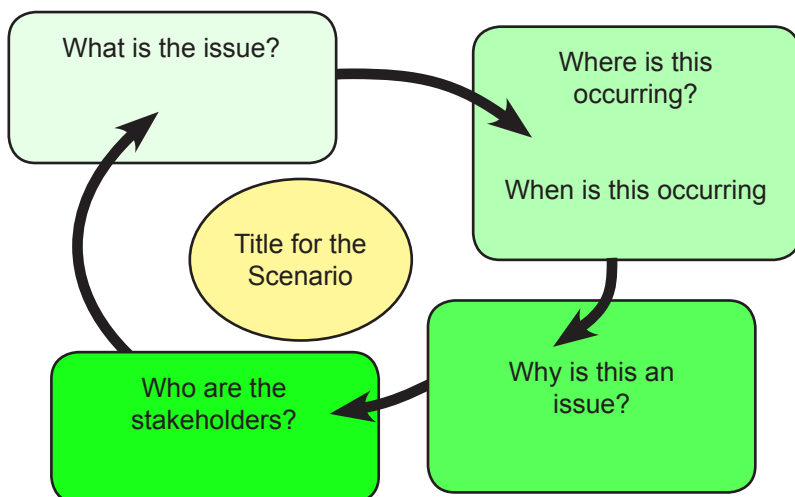
Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Encourage students to use the 5W questions when reading a scenario as a means to quickly gather the knowledge / facts / assumptions. A graphic organizer or mind map may be used to help students organize their information.



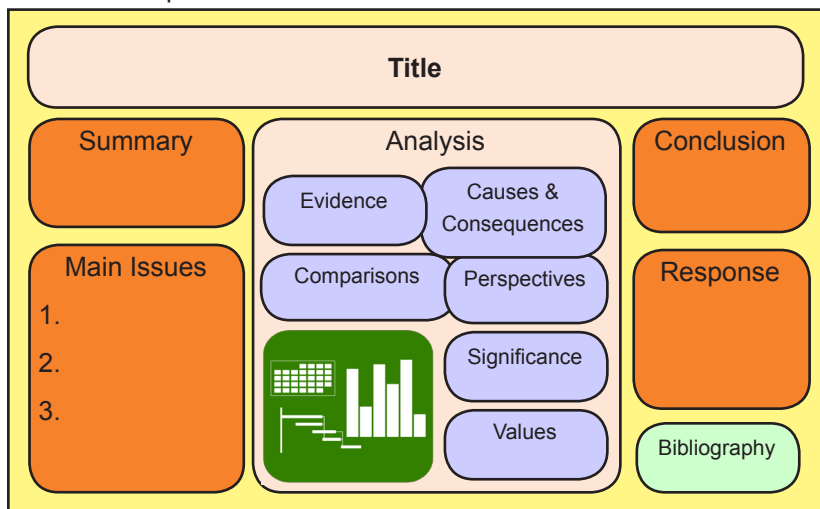
Connection

Teachers may

- When asking students to respond to an issue, provide a template that students can use to structure their inquiry.

Students may

- Present an analysis of a significant issue to an audience. Provide a reasoned response to the issue. Summarize your findings in a research poster.



Resources and Notes

Authorized

IQ: a practical guide to inquiry-based learning (TR)

- pp. 1-14
- pp. 15-36
- pp. 123-132

Power and Change: Civics, Economics, and You (SR)

- pp. 18-29

Power and Change: Civics, Economics, and You (TR)

- pp. 1-2
- pp. 6-7

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

- 3.0 *respond to significant issues influencing the human experience*
- 3.1 *frame questions to focus an inquiry*
- 3.2 *gather and organize information*
- 3.3 *interpret, analyze, and evaluate information*
- 3.4 *develop rational conclusions supported by evidence*
- 3.5 *communicate perspectives and conclusions*

Focus for Learning

Sample Performance Indicator(s)

Read the following fictitious news story. After your reading respond to the following questions:

- What is the issue?
- Who are the stakeholders? What is the position of each?
- What additional information is needed in order to develop a reasoned response?
- What three (number may vary) criteria should be used to guide the development of possible responses?
- Based on the information available, what are three viable responses to the issue?
- Of the options you identified, which do you recommend? Explain your reasoning, using evidence to support your position.

Local Volunteers Divided Over How To Spend \$3.2 Million

REPORT BY: Leona Lundrigan

At Thursday's meeting of the Kids First Alliance board of directors acrimony ensued when the five member committee could not agree on how to spend the \$3.1 million it has raised over the past seven years.

Organized 15 years ago by parents of young people throughout the TriCove area, the self-proclaimed mandate of the Kids First Alliance (KFA) was to raise money to purchase infrastructure and equipment that would benefit the youth of communities that make up the municipality of TriCove.

"We have raised over \$11 million since KFA was formed," reported the group chairperson, Maxine LePoint. "But KFA will be no more once we figure out how to divide-up the money we have now."

The problem facing KFA's board of directors is that there are no longer children or youth below the age of 20 in TriCove. Making the group's decision more difficult is the fact that there are no young couples in the area, so the addition of children to the area is unlikely anytime soon.

Two of the board members want to spend the money on marketing to attract newcomers to the area. Two other board members want to see the funds used to support the recreational needs of seniors in the area. LePoint is refusing to break the tie. Instead she is hoping that consensus will emerge.

"It's a fool's errand," says one board member who wished to remain anonymous. "What young people are going to move here?"

TriCove is located above the Arctic Circle, with a population of 52, down from a peak of more than 1000 five years ago. The area's only employer, Delta Diamond Mines, closed last year.

*Integrated Concepts and Process Skills***Sample Teaching and Assessment Strategies****Resources and Notes****Consolidation**

Students may

- After developing a response to an issue, identify the strengths and limitations afforded by the response. For each limitation propose a response that could be used to mitigate any negative consequences.

Who is negatively affected?	How are they affected?	What could be done to mitigate any negative consequences?

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.0 <i>respond to significant issues influencing the human experience</i></p> <p>3.1 <i>frame questions to focus an inquiry</i></p>	<p>Inquiry begins with meaningful questions that connect to the world around us, build on prior knowledge and excite curiosity. Key to the success of an inquiry based classroom is the thoughtful nature of the questions asked. When teachers frame powerful questions for students and expressly teach students to frame powerful questions to drive their own learning, they foster a community of thinkers and nurture students' inquiry-mindedness.</p> <p>Throughout the high school program students should develop the ability to</p> <ul style="list-style-type: none"> • formulate and revise carefully sequenced questions to gather information, challenge ideas and probe underlying assumptions and beliefs; • pose questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion; • use a full range of sophisticated questions; and • ask empathetic, insightful and effective questions¹. <p>Sample questions include:</p> <ul style="list-style-type: none"> • To what extent were the negative consequences foreseen or predicted? To what extent does an individual or group deserve to be praised or condemned for the consequences of X? • To what extent is this argument valid? • How might history have been different if X had not occurred? Which interpretation of X is most valid? <p>¹ Possible criteria: relevant and focused; important or powerful; feasible given available resources; sensitive to group / individual concerns, values and beliefs</p>

Integrated Concepts and Process Skills

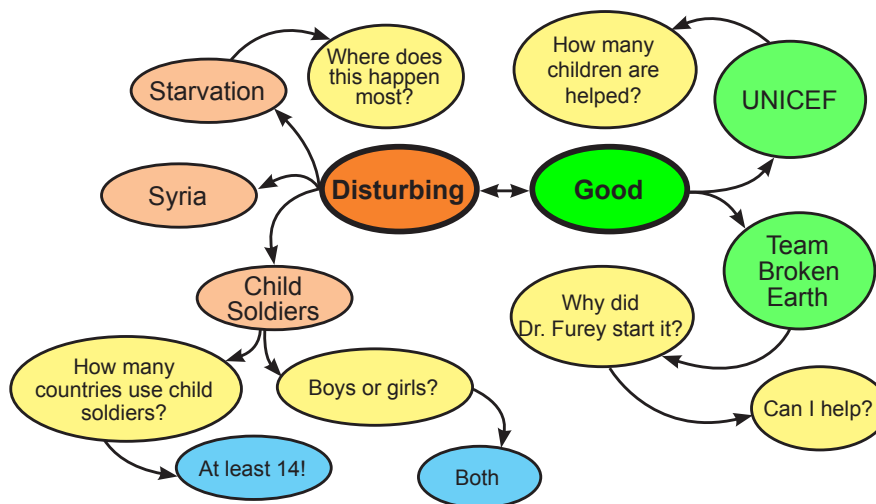
Sample Teaching and Assessment Strategies

Activation

Teachers may

- Pose the following questions to students:
 - What disturbs you about the world we live in?
 - What good things are happening in the world today?

Ask students to sketch thought webs as they muse on each question to help connect their thoughts. Next, ask students to select an area that interests them, and then identify a problem they feel people should work together and solve, or an opportunity that would help improve the world we live in.



Connection

Teachers may

- Allow students time to complete initial research that will provide enough background information for students to be knowledgeable enough to formulate possible research questions and sub-questions.

Consolidation

Students may

- Once they have focused their inquiry, craft a final question which meets the following criteria
 - is of interest to the student;
 - is open-ended (i.e., requires more than a yes or no response);
 - has a clear focus;
 - requires the use of evidence; and
 - challenges ideas or probes underlying assumptions.

Resources and Notes

Authorized

IQ: a practical guide to inquiry-based learning (TR)

- pp. 38-60

Supplementary Resource

Tool for Learning (TR)

- p. 43

Note

It is suggested that the final research question (and sub-questions) be reviewed and approved by the teacher to ensure that the scope of the inquiry is more than informational, nor is too broad. During the review it will be important for teachers to provide support to students, but to stop short of directing the inquiry.

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant issues influencing the human experience*

3.2 *gather and organize information*

Focus for Learning

In social studies, students have often been expected to find sources of information to drive research tasks. In a classroom framed by critical inquiry where students are challenged to seek out and uncover information, this competency takes on an important new dimension. At all grade levels, the task of locating and selecting appropriate sources becomes an opportunity to invite students to carefully use criteria to judge and select valuable and appropriate sources of information (See delineation 2.1: Evaluating Evidence).

Throughout the K-12 social studies program students should develop the ability to

- locate and select varied sources;
- seek a variety of primary and secondary sources, including non-conventional and specialized sources;
- use a full range of sophisticated, discipline-specific textual and reference aids to locate and assess sources; and
- seek out and choose the most useful, accessible, reliable and credible sources for an open-ended range of information needs.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Brainstorm with students possible source types that may provide useful information.

Connection

Teachers may

- Demonstrate for students various techniques for interrogating sources and finding relevant information.

Consolidation

Teachers may

- Ask students to self-monitor and complete the following checklist before moving on to the next stage of the research process.

<input type="checkbox"/> books	<input type="checkbox"/> news organizations
<input type="checkbox"/> documentaries	<input type="checkbox"/> podcasts
<input type="checkbox"/> experts	<input type="checkbox"/> posters
<input type="checkbox"/> images	<input type="checkbox"/> radio programs
<input type="checkbox"/> interviews	<input type="checkbox"/> television programs
<input type="checkbox"/> journals	<input type="checkbox"/> visit locations
<input type="checkbox"/> magazines	<input type="checkbox"/> websites

Students may

- Create summaries and note information relevant for their inquiry. Formats include:
 - point-form notes
 - outline notes
 - t-chart
 - thought webs

Resources and Notes

Authorized

IQ: a practical guide to inquiry-based learning (TR)

- pp. 84-106

Supplementary Resource

Tool for Learning (TR)

- p. 28
- p. 34
- p. 40
- p. 51
- p. 52
- pp. 59-63
- p. 70

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>3.0 <i>respond to significant issues influencing the human experience</i></p>	<p>Once students have located appropriate sources, they must learn to extract the relevant information from the source. When students are skilled at accessing ideas from a variety of sources, they can do more than simply find the required answer to fill in the blank. They move beyond identifying obvious details to gleaning the main idea and drawing inferences. They use their understanding of language and text forms and structures to draw out and construct meaning.</p>
<p>3.3 <i>interpret, analyze, and evaluate information</i></p>	<p>Once students have accessed ideas from a source, their ability to read deeply for meaning requires skill at constructing interpretations of the evidence presented. Fundamental to discipline-specific thinking (e.g., historical or geographical thinking) within social studies is the opportunity to <i>do the work</i> of the historian or geographer. This entails examining evidence, judging its significance, teasing out its implications and offering plausible interpretations.</p>
	<p>Throughout the high school program students should develop the ability to</p> <ul style="list-style-type: none"> • seek a variety of primary and secondary sources, including non-conventional and specialized sources; • use a full range of sophisticated, discipline-specific textual and reference aids to locate and assess sources; • seek out and choose the most useful, accessible, reliable and credible sources for an open-ended range of information needs; • formulate and revise carefully sequenced questions to gather information, challenge ideas and probe underlying assumptions and beliefs; • pose questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion; • use a full range of sophisticated questions; and • ask empathetic, insightful and effective questions.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Students may

- When reviewing sources apply the forms of analysis. Consider the following questions as starting points:
 - Is this a credible source? What are its main ideas?
 - What is similar and different among these sources?
 - According to these sources what caused this to happen? What were the consequences?
 - Is this significant? For whom?
 - Who are the stakeholders? What are their perspectives?
 - What values are influencing this event / issue?
- Use a RAN chart throughout your examination of sources as a means to record how your thinking evolved as you conducted your investigation.

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

- Summarize the strengths and limitations, and make defensible inference(s), for each source.

Source	Analysis	Inference(s)
#1	Strengths	
	Limitations	
#2	Strengths	
	Limitations	
#3	Strengths	
	Limitations	

Resources and Notes

Authorized

IQ: a practical guide to inquiry-based learning (TR)

- pp. 84-106
- pp. 107-122

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

*3.0 respond to significant
issues influencing the
human experience*

*3.3 interpret, analyze,
and evaluate
information*

Focus for Learning

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Integrated Concepts and Process Skills

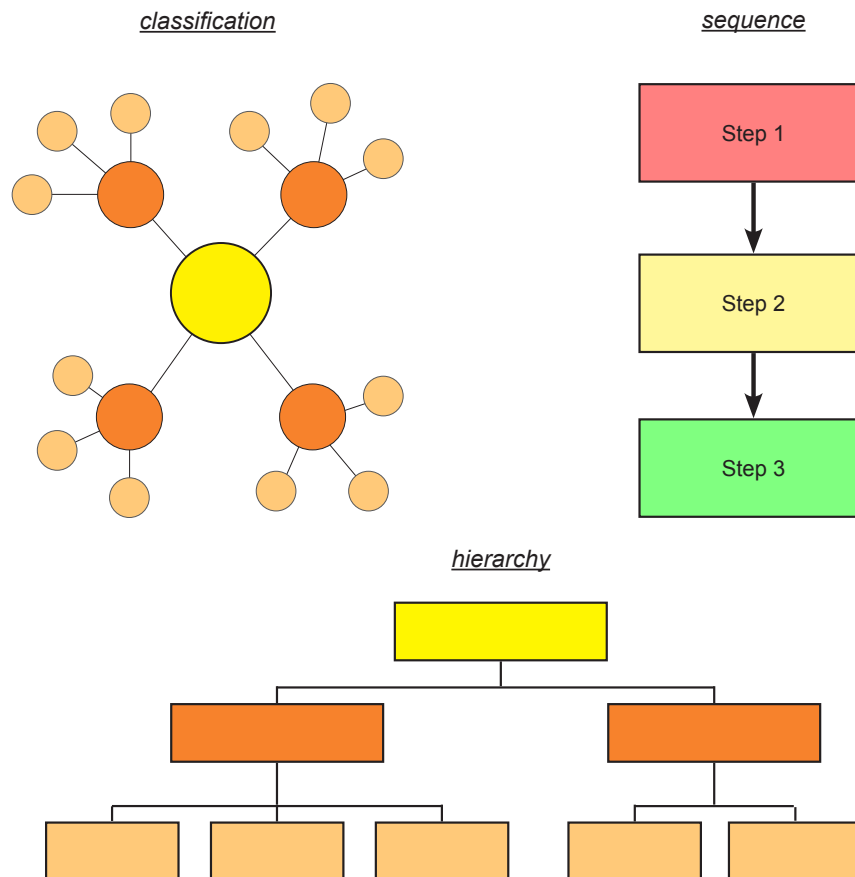
Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Review with students examples of organizers that can help them summarize their research findings and illustrate the relationship between factors (e.g., classification, hierarchy, and sequence).



Consolidation

Students may

- Before processing to the next stage in the research process, ask yourself if you feel you have enough information to draw conclusions?

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.0 <i>respond to significant issues influencing the human experience</i></p> <p>3.4 <i>develop rational conclusions supported by evidence</i></p>	<p>Students' opportunities to create new knowledge through the fusion of prior knowledge and current learning are largely dependent on the nature of the tasks assigned by teachers. Tasks that are narrowly focused on recall of predetermined bodies of information preclude critical inquiry and present fewer opportunities for students to take ownership over their learning. Conversely, tasks that encourage students to respond to issues, to explore and assess various options, which allow them to reach their own conclusions and that enable them to make decisions and/or judgments are more likely to deepen understanding and increase student engagement.</p> <p>Throughout the high school program students should develop the ability to</p> <ul style="list-style-type: none"> • explore and rate multiple options from varying perspectives and offer a reasoned judgment; • reach reasoned judgments on a wide range of controversial topics involving conflicting options; • reach judgments by exploring and assessing multiple possible options from various group and disciplinary perspectives; and • explore options in an open-minded manner, assess the relevance, importance and adequacy of support for each argument, and offer carefully-argued conclusions, supported with multiple evidence-based arguments and counter-arguments.

Integrated Concepts and Process Skills

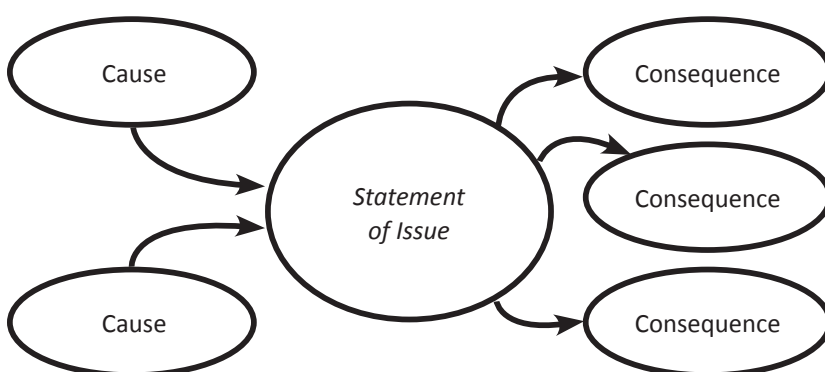
Sample Teaching and Assessment Strategies

Connection

Teachers may

- Review with students examples of organizers that can help them develop conclusions (e.g., answer, conclusion decision, recommendation, response, solution) for their research questions. Examples include, but are not limited to the following.

Issue Analysis



Possible Responses For (Statement of Question)		
Response	Possible Benefit(s)	Possible Challenge(s)
#1	a)	
	b)	
#2	a)	
	b)	
#3	a)	
	b)	

(Statement of Question)	
Arguments For	Arguments Against
Conclusion: ... <state your position> ... because ... <state your most compelling reason(s)> ...	

Resources and Notes

Authorized

IQ: a practical guide to inquiry-based learning (TR)

- pp. 107-122

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

*3.0 respond to significant
issues influencing the
human experience*

*3.4 develop rational
conclusions
supported by
evidence*

Focus for Learning

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Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Issues Analysis

Summary Of The Issue

Options	Analysis	Criteria For Judgment
<i>Example #1</i>	<i>Strengths</i>	
	<i>Limitations</i>	
<i>Example #2</i>	<i>Strengths</i>	
	<i>Limitations</i>	
<i>Example #3</i>	<i>Strengths</i>	Preferred Response
	<i>Limitations</i>	

Possible Consequence(s) If Unresolved

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant issues influencing the human experience*

3.5 *communicate perspectives and conclusions*

Focus for Learning

Effective communication is an essential part of social studies. Students are expected to use, and build on, communication processes common to all subject areas, such as listening, reading, viewing, representing, speaking and writing

In particular, high school social studies students are also expected to reach reasoned conclusions supported by evidence, and to present and argue for those conclusions in a cogent manner – one that is clear, logical, and compelling.

Throughout the high school program students should develop the ability to select and produce a form and style of presentation using advanced preparation and presentation strategies to:

- share ideas using a wide variety of oral, visual and written formats and styles across a range of audiences;
- use sophisticated conventions and techniques to produce elaborate presentations; and
- produce powerfully sustained presentations that are clear, focused, engaging and tailored to the intended purpose and audience.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Invite students to bring to class examples of communications media that they feel are highly effective. Ask the students to share their exemplars in a group setting and explain why they feel it is highly effective. Following the group discussion have the students report on what they feel are the five most important considerations when designing communication media.

Connection

Teachers may

- Discuss the strengths and limitations of various media that can be used to present research. Encourage students to use at least three different formats throughout the year. Possibilities include:
 - argumentative essay
 - photographic essay
 - documentary
 - position paper
 - oral presentation
 - research poster
 - persuasive essay

Consolation

Teachers may

- When asking students to respond to an issue, provide a template that students can use to structure their inquiry.

Students may

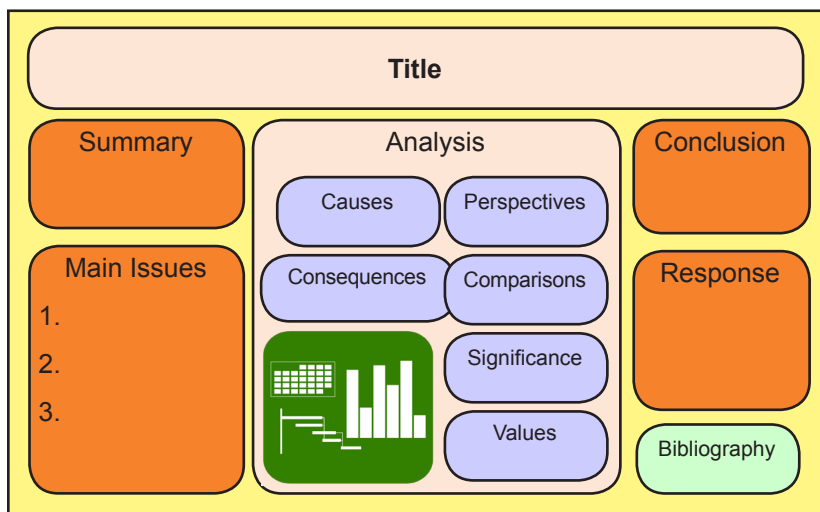
- Present an analysis of a significant issue to an audience. Provide a reasoned response to the issue. Summarize your findings in a research poster.

Resources and Notes

Authorized

IQ: a practical guide to inquiry-based learning (TR)

- pp. 84-106
- pp. 107-122



Section Three: Specific Curriculum Outcomes

Unit 2: Power, Citizenship, and Change

Focus

This unit provides students with the opportunity to reflect on how people's lives are shaped by power and privilege. In particular, students should observe that those who are underprivileged are often unable to participate fully in a democratic society. However, people can act in ways that reduce inequity and help create a just society.

During this investigation students will consider

- how those who are privileged are afforded more opportunities than those who are underprivileged,
- some of the challenges faced by those who are underprivileged, and
- the importance of activism and civic engagement in promoting social justice.

The ideas examined in this unit are foundational to many of the outcomes which follow in this course and, therefore, provide a good starting point for students. Additionally, the examples discussed in this unit are rich and provide provocative and highly engaging opportunities for students to think critically about social justice.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 4.0 explain how power and privilege influence people's lives
 - 4.2 analyze scenarios (personal / local / national / international) and identify the type(s) of power exercised, explain how the type(s) of power exercised influences those involved
 - 4.4 reflect on the power they possess and assess the degree of power they possess today, compare the power they possess today with the power they possessed in the past, and the power they believe they will possess in the future, and explain the relationship between personal power and personal freedom
 - 4.5 judge the degree to which people are privileged
 - 4.6 distinguish between earned privilege, unearned privilege, and underprivilege, and explain how this affects an individual's ability to set and achieve personal goals
 - 4.7 assess the degree to which a group / society is privileged / underprivileged; and discuss the consequences of privilege / underprivilege for the group / society, as well as for the larger community
- 5.0 explain the importance of activism in promoting social justice
 - 5.3 develop an activism plan to address an issue they feel is important (or is provided in a scenario), applying the methods used to encourage civic engagement and promote social justice
 - 5.4 analyze scenarios and determine if illegal actions were justified, or if legal actions would have been more appropriate
 - 5.6 analyze scenarios where people observed a social injustice and did not intervene: identify the nature of the injustice, speculate why there was no intervention, discuss the consequences of inaction, and decide if the observers had a moral responsibility to intervene

GCO 6 Citizenship, Power and Governance: Students will be expected to demonstrate an understanding of the purpose and functions of governance and how power influences decision making.

Students will be expected to:

- 4.0 explain how power and privilege influence people's lives
 - 4.1 explain why people respond to power
 - 4.2 analyze scenarios (personal / local / national / international) and identify the type(s) of power exercised, explain how the type(s) of power exercised influences those involved
 - 4.3 generate examples which illustrate the exercise of various types of power
 - 4.4 reflect on the power they possess and assess the degree of power they possess today, compare the power they possess today with the power they possessed in the past, and the power they believe they will possess in the future, and explain the relationship between personal power and personal freedom
 - 4.5 judge the degree to which people are privileged
 - 4.6 distinguish between earned privilege, unearned privilege, and underprivilege, and explain how this affects an individual's ability to set and achieve personal goals
 - 4.7 assess the degree to which a group / society is privileged / underprivileged; and discuss the consequences of privilege / underprivilege for the group / society, as well as for the larger community
 - 4.8 understand and correctly use relevant terminology: authority, earned privilege, fear, hard power, power, privilege, respect, reward, social justice, soft power, underprivileged, unearned privilege

GCO 6 Citizenship, Power and Governance: Students will be expected to demonstrate an understanding of the purpose and functions of governance and how power influences decision making.

Students will be expected to:

- 5.0 explain the importance of activism in promoting social justice
 - 5.1 explain the purpose of activism
 - 5.2 describe the work of one Canadian activist who helped to promote social justice
 - 5.3 develop an activism plan to address an issue they feel is important (or is provided in a scenario), applying the methods used to encourage civic engagement and promote social justice
 - 5.4 analyze scenarios and determine if illegal actions were justified, or if legal actions would have been more appropriate
 - 5.5 identify and discuss reasons why people may fail to act when they observe a social injustice
 - 5.6 analyze scenarios where people observed a social injustice and did not intervene: identify the nature of the injustice, speculate why there was no intervention, discuss the consequences of inaction, and decide if the observers had a moral responsibility to intervene
 - 5.7 understand and correctly use relevant terminology: activism, civil disobedience, illegal action, moral responsibility, violent resistance

SCO Continuum

Social Studies 9	Social Studies 1201	Social Studies 2201
<p>10.0 The student will be expected to demonstrate an understanding of cultural and social change in Canada during the 1960s and 1970s</p> <p>12.0 The student will be expected to demonstrate an understanding of the significance of citizenship in the context of liberal democratic society</p>	<p>4.0 explain how power and privilege influence people's lives</p> <p>5.0 explain the importance of activism in promoting social justice</p>	<p>13.0 explain how ideas of governance have changed over time</p>

Suggested Unit Plan

It is recommended that 10 hours, approximately 3 weeks, of instructional time be used to work with students to achieve outcomes 4.0 and 5.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Power,
Active Citizenship,
and Change

Power, Citizenship, and Change

Outcomes

Students will be expected to

4.0 explain how power and privilege influence people's lives

4.1 explain why people respond to power

4.2 analyze scenarios (personal / local / national / international) and identify the type(s) of power exercised, explain how the type(s) of power exercised influences those involved

Focus for Learning

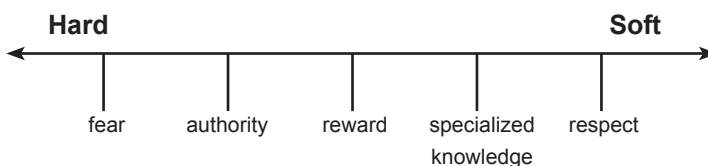
In this outcome students explore the concept of power and reflect on how the distribution of power may create inequality. The idea of power is central to the study of civics and politics.

While power is an abstract concept, its effects can be observed. For the purposes of this course, power refers to the ability to bring about change or to maintain the status quo.

Once introduced to the concept of power, the following types of power should be examined:

- Authority – we respond to this type of power because we believe we should; power is based on position (e.g., police officer).
- Reward – we respond to this type of power because we may receive a reward; the reward may be tangible (e.g., money) or intangible (e.g., praise).
- Fear – we respond to this type of power in order to avoid punishment; not speeding when driving to avoid receiving a speeding ticket.
- Specialized knowledge – we respond to this type of power because we believe the person is an expert whose advice / direction should be followed as it will benefit us (e.g., doctor).
- Respect – we respond to this type of power because the individual has charisma, or is highly regarded / trusted (e.g., older adult or a person with a lot of experience).

The types of power can be organized along a continuum of hard to soft.



Note: The continuum above is provided as an example. Based on discussion with students the relative position of each type of power may differ.

It may be useful to invite students to create their own continuum and thus provide opportunity to deepen their understanding of the types of power.

Discussion should include the fact that often people possess and exercise more than one type of power. For example, students will normally respond to the direction of a principal both because (i) the principal is in a position of authority, and (ii) of the fear of being punished if they disobey.

Power, Citizenship, and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce the concept of power. View images that depict the various types of power. Invite students to identify what type of power is being exercised.
- Use the following simulation to introduce the concept of privilege:
 - Organize students in rows.
 - Provide students with a sheet of paper and ask them to crumple the paper into a ball.
 - Place a garbage can at the front of class.
 - Starting with those closest to the garbage can, invite students to throw their paper balls into the can.
 - Students closest to the garbage can will find this easier than those at the back.
 - Introduce the idea of privilege:
 - some are born into privilege (front row students)
 - others have to work hard to have the same opportunity / ability (middle rows)
 - some regardless of effort, may never have the opportunity / ability (back row)
 - Clarify that those who are privileged often do not realize that they possess an advantage.
 - Discuss how privilege, fairness and injustice are connected.
- Discuss with students how power and privilege contribute to injustice and fairness in society. For example, why do some groups perceive an issue as fair while others see it as unjust (e.g., highly paid athletes).
- Show students a rant about privilege and fairness. In small groups discuss the following questions:
 - What is the message of the video?
 - Identify examples of privilege / underprivilege that you have observed.
 - How should people / society respond to issues of underprivilege / unfairness caused by a lack of privilege?

Students may

- Respond to the following question in a journal entry:
 - Think of a time when you felt you were treated unjustly or unfairly. Describe the situation. What made it unjust? How could the problem have been resolved more favourably?

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp. 18-29

Power and Change: Civics, Economics, and You (Teacher Resource [TR])

- pp. 29-60

Power, Citizenship, and Change

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>4.0 explain how power and privilege influence people's lives</p>	
<p>4.3 generate examples which illustrate the exercise of various types of power</p>	<p>Students should create examples that may be either real or imagined, in various contexts (e.g., local, international), illustrating the types of power identified in delineation 4.1.</p>
<p>4.4 reflect on the concept of power and</p> <ul style="list-style-type: none"> - assess the degree of power they possess today - compare the power they possess today with the power they possessed in the past, and the power they believe they will possess in the future - explain the relationship between personal power and personal freedom 	<p>The possession of power on a personal level is critical in order for an individual to develop a sense of agency (i.e., whereby a person feels able to make his/her own decisions and can strive to realize personal goals).</p> <p>When a person believes they possess power it is sometimes referred to as “feeling empowered” or simply as “empowerment.” Time should be taken for students to reflect on the power they have today, and compare that with the past (e.g., when they were 5 years old) and future (when they are 25 years old).</p> <p>When discussing the future, students will often speculate that when they are older they “... will be able to” The ability to pursue one’s ambitions is an example of power.</p>
<p>4.5 judge the degree to which people are privileged</p>	<p>While an individual may wish to pursue their ambitions they may not have the opportunity (i.e., privilege) to do so. For example, a person may have the ability and desire to pursue a particular career, but they may not be able to access or afford the training needed – (i) the individual may live in a country where education is unavailable, or (ii) the individual may not be able to afford the cost of tuition. Therefore, that individual is said to be underprivileged.</p> <p>During this discussion it should be noted that the distribution of privilege is often beyond a person’s control.</p>
<p>4.6 distinguish between earned privilege, unearned privilege, and underprivilege, and explain how this affects an individual’s ability to set and achieve personal goals</p>	<p>As students investigate the idea of privilege they should distinguish between earned privilege and unearned privilege. For example, people who possess a large amount of money are considered to have a lot of power / privilege because they can use their money to achieve their goals. If people acquired wealth through hard work they are considered to have earned privilege. If, however, people inherit wealth they are considered to have unearned privilege.</p>

Power, Citizenship, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Show students either (i) a news cast, or (ii) an excerpt from film depicting a significant historical event, in which an individual or group is struggling to become empowered. Invite students to describe the experience of being disempowered, and to discuss the challenges they would have to face to become empowered.

Students may

- Create a collage or photo essay that contrasts the experience of those who are privileged with those who are underprivileged. This can be adapted to other mediums, such as poetry or music.
- With a partner, examine the experience of a group that is either privileged or underprivileged (local, national or global). Present your findings to the class. In your presentation address the following:
 - Who is privileged / underprivileged?
 - How are they privileged / underprivileged?
 - Explain the factors that result in them being privileged / underprivileged? (e.g., economic)
 - Describe how their lives are influenced because they are privileged / underprivileged.

Continued

Power, Citizenship, and Change

Outcomes

Students will be expected to

4.0 *explain how power and privilege influence people's lives*

4.7 when presented with a scenario:

- assess the degree to which a group / society is privileged / underprivileged
- discuss the consequences of privilege / underprivilege for the group / society, as well as for the larger community

Focus for Learning

Time should be taken to investigate the relationship between the earned and unearned privilege, and how this affects the ability of individuals to achieve personal goals. When exploring this concept real-life examples should be used to illustrate how privilege can influence a person's life (e.g., wealth, education).

The distribution of privilege / underprivilege is, to some degree, random. Students are often quick to point out that those who are born into privilege have an advantage that may be "unfair" relative to the person who is born underprivileged.

During this investigation the concept of social justice should be introduced. Social justice, in the context of the Newfoundland and Labrador Social Studies Program, refers to the degree of fairness in terms of the distribution of wealth, opportunities, or other privileges within a society.

Time should be taken to examine the distribution of privilege in different settings: local, national, global. The geographic distribution of various types of privilege should be examined, as well as the consequences for those affected. The table that follows provides some examples.

Privilege	Country	Analysis
Education	Norway	free post secondary education allows students to start their careers without large debt
Peace	Syria	civil war has resulted in the death of several hundred thousand people and the displacement of more than 11 million others ¹
Health Care	United States	more than 30 million people do not have access to free healthcare ¹
Voting	Canada	Canadians can choose who forms the government

Historical examples, such as male and female suffrage and the rights of women, should also be briefly discussed.

¹ Numbers accurate as of 2017. Teachers are encouraged to check for current data.

*Power, Citizenship, and Change***Sample Teaching and Assessment Strategies**

- Create a multimedia presentation that explores how the lives of some Canadians have been influenced by power.
 - In your project address the following questions:
 - What happened?
 - When did it happen?
 - Where did this happen?
 - Who became disempowered?
 - What were the consequences of being disempowered?
 - What should have happened? (your opinion)
 - Topics may include:
 - Africville
 - Assimilation of Indigenous Peoples
 - Child Labour
 - Chinese Head Tax
 - Conscription
 - Expulsion of the Acadians
 - Japanese Canadian Internment
 - Residential Schools
 - Suffrage Vote (women getting the right to vote)

Resources and Notes

Power, Citizenship, and Change

Outcomes

Students will be expected to

4.0 *explain how power and privilege influence people's lives*

4.8 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- authority
- earned privilege
- fear
- hard power
- power
- privilege
- respect
- reward
- social justice
- soft power
- underprivileged
- unearned privilege

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Comparison* – How different is the quality of life of the wealthiest people in the world and the poorest people in the world?
- *Causality* – If the majority of citizens in a country have very low wages how might that affect the degree of privilege enjoyed by citizens in that country?
- *Significance* – If you were to categorize the population as either “have” or “have-not” what would be the size of each group (as a percentage of population)? Is this significant?
- *Values* – Is there a moral obligation to help those who are underprivileged?

By the completion of this outcome students should understand that power and privilege are not evenly distributed, which in turn creates inequity.

Sample Performance Indicator(s)

- Write an imaginary autobiography for one of the following: (a) an individual who is underprivileged, (b) an individual who has earned privilege, or (c) an individual who has unearned privilege.

Power, Citizenship, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Organize students into teams to debate the following:
 - All people have a moral obligation to help those who are underprivileged.
 - People need only promote social justice within their own community.
 - The use of hard power is never justified.

Students may

- Compare the experience of each of the following:
 - an individual who is underprivileged
 - an individual who has earned privilege
 - an individual who has unearned privilege

Present your ideas using one of the following mediums: collage, journal entry, photo essay, poem, song, or rant.
- With a partner create an infographic that explains
 - the concepts of power, privilege and underprivilege;
 - the factors that can create the conditions where people become underprivileged;
 - how an individual's life may be influenced when he/she is underprivileged; and
 - how to promote social justice.
- Create a mini-documentary (audio or video) that draws attention to the plight of an underprivileged individual or group.
- Write a reflective journal entry, poem, or create a mind map that uses the following terms: fear, power, powerless, reward, and social justice.

Power, Citizenship, and Change

Outcomes	Focus for Learning
<i>Students will be expected to</i>	
5.0 explain the importance of activism in promoting social justice	This outcome builds on Outcome 4.0 and invites students to consider how activism can change power relationships, reduce inequity, and help promote social justice.
5.1 explain the purpose of activism	<p>Activism refers to actions taken on behalf of a cause that go beyond what is considered conventional or routine.</p> <p>In Outcome 4.0 students examined a variety of ways in which people may be underprivileged. This discussion should now be expanded to include examples of individuals and groups who are (or have been) active in both helping those who are underprivileged and promoting social justice (e.g., issues related to economic inequality, gender discrimination, access to education). As part of this discussion students should develop the understanding that social injustices are not hopeless, and that activism can be a powerful force in bringing about positive change.</p>
5.2 describe the work of one Canadian activist who helped to promote social justice	<p>As students investigate the work of a Canadian activist they should specifically note</p> <ul style="list-style-type: none"> • the type of injustice, • who was affected, • how people were affected, • the actions taken, and • the results of activism. <p><i>Note: All students should not research the same individual. Rather, the number and range of activists investigated should be varied, and where possible, based on each student's personal interest.</i></p>
5.3 develop an activism plan to address an issue they feel is important (or is provided in a scenario), applying the methods used to encourage civic engagement and promote social justice	<p>Once students have a better understanding of the work of activists they should examine the methods used by activists to encourage civic engagement and promote social justice, including</p> <ul style="list-style-type: none"> • raising awareness, • providing education for understanding, • encouraging commitment, and • organizing civic action(s).

Power, Citizenship, and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Organize students into small groups to debate the following proposition “People only need to promote social justice within their own community.”
- Present students with pictures of well-known activists (e.g., Terry Fox, Gandhi, Rick Hansen, Craig or Marc Kielburger, Martin Luther King Jr., Rick Mercer, David Suzuki, Malala Yousafzai). Ask students to identify who the individuals are, and what they are known for.

Show students a second set of images of other well known individuals who have used their notoriety to promote social change. Challenge the students to make a connection between both groups without telling students what causes the second set of individuals have promoted. Examples may include: Bono (various; anti-poverty in Africa), Lady Diana (land mines; AIDS), Bill Gates (healthcare in Africa), Angelina Jolie (various), Paul Martin (Indigenous youth education / entrepreneurship), and Oprah Winfrey (various; girls’ education in South Africa).

Invite students to consider why some people choose to invest significant amounts of money and time promoting social justice.

Students may

- With a partner discuss how likely people are to become involved in the following causes:
 - bullying
 - drinking and driving
 - environmental degradation
 - gender discrimination
 - homelessness
 - not voting
 - racial discrimination

What factors / circumstances might account for the differences in terms of people’s willingness to become involved?

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 30-43

Power and Change: Civics, Economics, and You (TR)

- pp. 29-60

Power, Citizenship, and Change

Outcomes	Focus for Learning				
<p><i>Students will be expected to</i></p> <p>5.0 <i>explain the importance of activism in promoting social justice</i></p>					
<p>5.4 analyze scenarios and determine if illegal actions were justified, or if legal actions would have been more appropriate</p>	<p>As part of the discussion concerning activism, the question of the moral implications of using illegal actions to achieve change should be discussed. Scenarios could include</p> <table> <tr> <td>Civil Disobedience</td><td>Violent Resistance</td></tr> <tr> <td> <ul style="list-style-type: none"> • blockade • illegal protest • public disturbance • occupation </td><td> <ul style="list-style-type: none"> • sabotage • self-harm • terrorism • vandalism </td></tr> </table>	Civil Disobedience	Violent Resistance	<ul style="list-style-type: none"> • blockade • illegal protest • public disturbance • occupation 	<ul style="list-style-type: none"> • sabotage • self-harm • terrorism • vandalism
Civil Disobedience	Violent Resistance				
<ul style="list-style-type: none"> • blockade • illegal protest • public disturbance • occupation 	<ul style="list-style-type: none"> • sabotage • self-harm • terrorism • vandalism 				
<p>5.5 identify and discuss reasons why people may fail to act when they observe a social injustice</p>	<p>Unfortunately, for a variety of reasons, people with power do not always intervene when they observe a social injustice. Time should be taken to investigate examples of inaction in varying contexts (i.e., personal, local, national, international) and magnitudes (e.g., the homeless in a small community, the displacement of hundreds of thousands due to war).</p>				
<p>5.6 analyze scenarios where people observed a social injustice and did not intervene:</p> <ul style="list-style-type: none"> - identify the nature of the injustice - speculate why there was no intervention - discuss the consequences of inaction - decide if the observers had a moral obligation to intervene 	<p><i>Note: The term “moral obligation” refers to the expectation that there are duties which one should perform, but are not legally bound to fulfill.</i></p>				

Power, Citizenship, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Invite a non-governmental organization (NGO) (e.g., Amnesty International) as a guest speaker to present to the class the overall purpose of their organization, and to highlight some examples of success in helping people who are underprivileged.
- Discuss with students the difference between civil disobedience and violent resistance.

Methods	Civil Disobedience	Violent Resistance
	• Blockade	• Sabotage
	• Illegal Protest	• Self-harm
	• Public Disturbance	• Terrorism
	• Occupation	• Vandalism

As part of this discussion, have students share any examples they know. Have students point out the advantages and disadvantages of each type of illegal action.

- Show students pictures of activists taking illegal action (e.g., Clayoquot Sound protest in 1993) and ask them to classify the activities as either civil disobedience or violent resistance. Discuss if the use of illegal action was necessary. Invite students to identify recent examples of illegal actions.

Students may

- Choose a political issue of personal relevance. Research what individuals / organizations have done to the issue. Present your findings in a way that draws attention to the issue as a whole, such as an ad for newspaper, radio, television, or a website.
- Choose an individual whom Amnesty International is trying to help. Create a pamphlet informing people of the situation and how they can help.
- As part of a small group, create a poster that highlights the work of a Canadian activist. Your poster should include the following elements:
 - the name of the activist,
 - the activists's cause and mandate,
 - the activist's plan, and
 - the consequence of the activism (if any).

Power, Citizenship, and Change

Outcomes

Students will be expected to

5.0 *explain the importance of activism in promoting social justice*

5.7 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- activism
- civil disobedience
- illegal action
- moral obligation
- violent resistance

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – How is it possible that two people can view the same data and draw different conclusions?
- *Comparison* – How does activism influence the world around us?
- *Causality* – What are the consequences of inaction?
- *Significance* – Why does activism matter?
- *Perspectives* – Why do some people not act when they observe a social injustice?
- *Values* – If a person observes a social injustice should he/she be punished for not intervening? Why?

By the completion of this outcome, students should understand that the actions of even a small number of individuals or groups can create positive change.

Sample Performance Indicator(s)

- Is it morally wrong if a person chooses not to act when one knows that change is needed to improve the lives of others? Why?
- Do those who possess privilege have a responsibility to help those who are underprivileged? Explain, using an example to support your position.

Power, Citizenship, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Invite students to find examples of news stories / photographs that feature young people promoting social justice. Ask students to use these materials to create a bulletin board in a public place in the school that helps to raise awareness of social justice issues.
- Organize students into small groups to debate the following proposition “People who use illegal actions to promote change should be punished.”
- Present students with a scenario/situation where power/privilege is unjust. Have the students propose an appropriate activism plan to elicit a desired outcome that promotes social justice.

Students may

- Respond to the following statement in a journal entry: Not speaking up against an injustice is just as bad as contributing to the problem.
- Select a social justice issue that you feel needs more attention. Create powerful digital images intended to either
 - raise awareness,
 - provide education for understanding,
 - encourage individual commitment, or
 - promote civic action.
- Design an award for a person in your community that you feel deserves to be recognized for their positive contributions to a social justice issue.
- Create a photo essay depicting the details of a specific injustice, the interventions or the lack thereof, and the consequences. Include at least five photos.
- Which illegal action is most effective in achieving its aims? Which is least effective? Justify your choices.
- What would motivate you to become involved in a social issue? Present your thoughts as a poem, song or rant.

Extension

Teachers may

- Invite students to organize a social justice fair. Featured guests may include Amnesty International, Human Rights Watch, Local Charities (e.g., Community Food Sharing Association), NL Human Rights Commission, NL Legal Aid Commission, UNESCO, UNICEF, and/or Various Woman’s Agencies (e.g., Iris Kirby House).

Section Three: Specific Curriculum Outcomes

Unit 3: Individual Rights and the Common Good

Focus

This unit provides students with the opportunity to examine the significance of rights in the lives of citizens. In particular, students should observe that more rights have been granted to citizens over time and that the application of these rights has become more universal.

In Unit 1, students examined how being in a position of underprivilege poses challenges for citizens and how activism can help promote social justice. This unit develops this idea further, examining how granting and enshrining rights can reduce injustice.

During this investigation, students will consider

- the significance of rights,
- the responsibility of citizens to reduce injustice by defending the rights of others, and
- the challenges of balancing individual rights with the common good.

The ideas examined in this unit will help prepare students for the outcomes in Units 4 and 5, since the concept of the rights of citizens is central to discussions of government and justice.

The examples discussed in this unit provide opportunities to think critically about important issues related to justice. Students are encouraged to examine both their rights as citizens and their responsibility to be agents of positive change.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 6.0 explain the significance of rights for individuals and society
 - 6.1 research a right
 - explain the reason(s) why the right was granted
 - discuss the consequences of granting the right
 - 6.3 analyze the distribution of a right
 - identify any patterns or trends
 - identify factors that might account for the distribution
 - speculate how the absence of a legal right might affect a citizen's power / privilege
 - 6.4 explain the importance of speaking out to defend the rights of others, and when necessary to introduce new rights
 - 6.5 explain the difference between Charter and non-Charter rights
 - 6.6 propose a non-Charter right that should be adopted by the Federal Government, include:
 - a rationale for the proposed right
 - the draft phrasing for the legislation
 - a discussion of consequences of the legislation
- 7.0 explain some of the challenges associated with promoting the common good
 - 7.3 analyze scenarios where there are competing perspectives on the role government should play in promoting the common good:
 - identify the primary issue(s)
 - explain the competing perspectives
 - propose a response
 - 7.4 propose an action that would promote the common good, including
 - an explanation of the need to be addressed
 - an explanation of the proposal
 - an analysis of the perspectives, and consequences, for citizens

GCO 6 Citizenship, Power and Governance: Students will be expected to demonstrate an understanding of the purpose and functions of governance and how power influences decision making.

Students will be expected to:

- 6.0 explain the significance of rights for individuals and society
 - 6.1 research a right
 - explain the reason(s) why the right was granted
 - discuss the consequences of granting the right
 - 6.2 explain differences between natural rights and legal rights
 - 6.3 analyze the distribution of a right
 - identify any patterns or trends
 - identify factors that might account for the distribution
 - speculate how the absence of a legal right might affect a citizen's power / privilege
 - 6.4 explain the importance of speaking out to defend the rights of others, and when necessary to introduce new rights
 - 6.5 explain the difference between Charter and non-Charter rights
 - 6.6 propose a non-Charter right that should be adopted by the Federal Government, include:
 - a rationale for the proposed right
 - the draft phrasing for the legislation
 - a discussion of consequences of the legislation
 - 6.7 understand and correctly use relevant terminology: Charter Right, discrimination just society, liberty, legal right, natural right, non-Charter right, right

GCO 6 Citizenship, Power and Governance: Students will be expected to demonstrate an understanding of the purpose and functions of governance and how power influences decision making.

Students will be expected to:

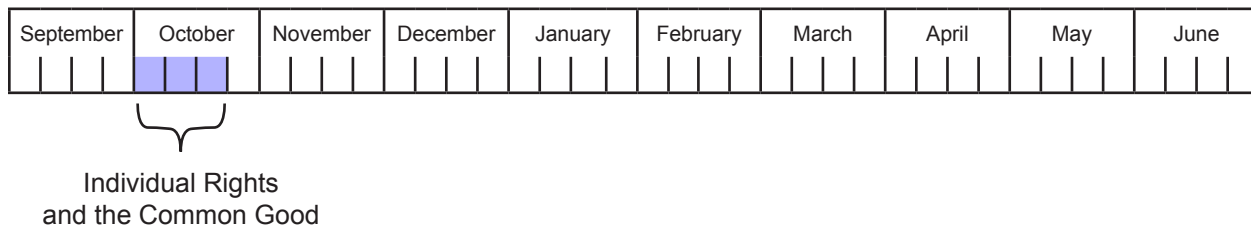
- 7.0 explain some of the challenges associated with promoting the common good
 - 7.1 explain the idea of the common good, using examples to support their response
 - 7.2 explain the rationale for the strategies of:
 - progressive taxation (ability to pay theory of taxation)
 - user pay (benefit theory of taxation)
 - 7.3 analyze scenarios where there are competing perspectives on the role government should play in promoting the common good:
 - identify the primary issue(s)
 - explain the competing perspectives
 - propose a response
 - 7.4 propose an action that would promote the common good, including
 - an explanation of the need to be addressed
 - an explanation of the proposal
 - an analysis of the perspectives, and consequences, for citizens
 - 7.5 understand and correctly use relevant terminology: common good, progressive taxation(ability to pay theory of taxation), social programs, taxation, user pay (benefit theory of taxation)

SCO Continuum

Social Studies 9	Social Studies 1201	Social Studies 2201
<p>12.0 explain the significance of citizenship in the context of liberal democratic society</p> <p>13.0 The student will be expected to demonstrate an understanding of how citizenship has evolved over time</p>	<p>6.0 explain the significance of rights for individuals and society</p> <p>7.0 explain some of the challenges associated with promoting the common good</p>	<p>6.0 explain how the relationship between the individual and the state has changed in the Modern Era</p>

Suggested Unit Plan

It is recommended that 10 hours, approximately 3 weeks, of instructional time be used to work with students to achieve outcomes 6.0 and 7.0. The range of dates highlighted below are offered as a suggestion.



Individual Rights and the Common Good

Outcomes

Students will be expected to

6.0 explain the significance of rights for individuals and society

- 6.1 research a right
- explain the reason(s) why the right was granted
 - discuss the consequences of granting the right

6.2 explain differences between natural rights and legal rights

Focus for Learning

In the previous unit students examined some of the consequences of the uneven distribution of power and privilege. This outcome continues that examination and explores how rights help to promote fairness in society by defining and equally distributing certain aspects of power and privilege.

As societies have evolved, most have tended to grant various rights to particular individuals or groups within that society. The emergence of democracy as a system of government is predicated on the belief that the members of society have certain rights, such as the right to participate in public decision making. However, early democracies did not extend these rights to all community members (e.g., women and some men did not have the right to vote).

By the late 1700s some countries adopted the position that rights should extend equally to all members of society. Since that time many democracies have further evolved the idea of rights to the point of identifying some rights as fundamental, granting them to all citizens, and making them legally binding.

To help students deepen their understanding of the evolutionary nature of rights, time should be taken to briefly discuss areas where rights have been granted (e.g., suffrage in Canada).

One of the distinguishing features of modern democracies is the premise that all citizens are equal beneficiaries of fundamental rights, regardless of age, gender, etc. This principle has provided for a more even distribution of power within society and reduces the number of areas where citizens may be underprivileged. In this way the enshrinement of rights is central to the creation of a just society.

For the purpose of this course a right is defined as an entitlement that a citizen should be able to enjoy without interference. Rights can be classified into one of two categories:

Natural Rights	Legal Rights
<ul style="list-style-type: none"> • cannot be denied by government • are universal • are inalienable • are independent of any particular society's customs or values 	<ul style="list-style-type: none"> • are only enforceable in the country where they were created • may vary from country to country • may be changed • reflect a society's customs and values

Individual Rights and the Common Good

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide students two minutes to individually list all the rights they believe they have as Canadian citizens (e.g., free speech). As a class create a master list of all of the rights students identify. Next, invite students to work with a partner and prioritize the five most important rights in Canadian society. As part of a class discussion, identify what the majority of students perceived as the three most important rights.
- Provide students with a thought web template, with the word “Rights” in the centre. On lines radiating from the centre invite students to write key ideas associated with “Rights.” Collect the thought webs to use as a pre-assessment. Return the thought webs to students towards the end of the outcome, and invite them to add their new learnings, as well as correct any misunderstandings.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp.44-57

Power and Change: Civics, Economics, and You (Teacher Resource [TR])

- pp. 61-82

Individual Rights and the Common Good

Outcomes

Students will be expected to

6.0 *explain the significance of rights for individuals and society*

- 6.3 analyze the distribution of a right
- identify any patterns or trends
 - identify factors that might account for the distribution
 - speculate how the absence of a legal right might affect a citizen's power / privilege

Focus for Learning

To help students deepen their understanding of natural (i.e., human) rights and legal rights they should examine highlights from the

- *United Nations Declaration of Human Rights* (UNDHR)
- *Canadian Charter of Rights and Freedoms* (CCRF),

noting the similarities and differences between these documents.

The UNDHR articulates natural rights. The CCRF articulates a particular set of legal rights.

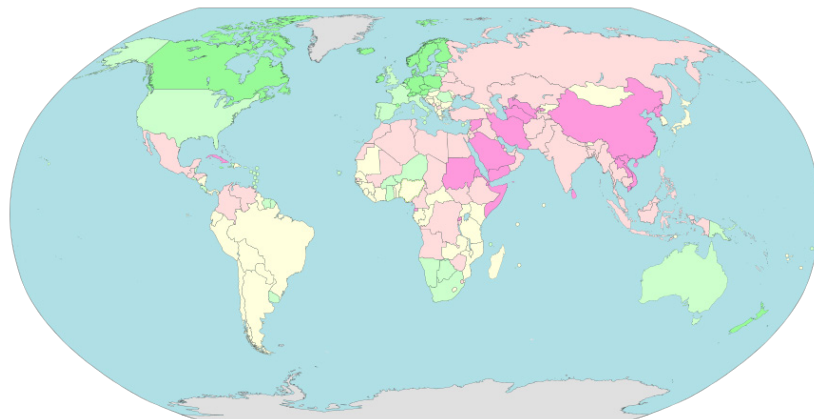
For example, the UNDHR presents "...the right to life, liberty and security of person" (Article 3) as a natural right. The CCRF adopted that right verbatim and established it as a legal right in Canada "...the right to life, liberty and security of the person..." (Section 7).

However, the UNDHR did not present any position related to language rights per se as natural rights, while the CCRF establishes English and French as "...the official languages of Canada ..." (Section 16.1) as legal rights.

Time should be taken to examine the global geographic distribution of some legal rights enjoyed by Canadians (e.g., freedom of expression).

Press Freedom Index (2014)

Map created by Jeffrey Ogden



Individual Rights and the Common Good

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Introduce the concepts of natural rights and legal rights:
 - Provide students with copies of the highlights / summary of the *Universal Declaration of Human Rights* and the *Canadian Charter of Rights and Freedoms*. Working in groups of two or three, ask students to compare the two documents, identifying similarities and differences.
 - Provide students with three highlighters of different colours (e.g., yellow, green, pink); students can use the highlighters to colour-code the rights (e.g., green = common to both documents, yellow = only in UDHR, pink = only in CCRF)
- Invite students to critique the CCRF. Ask students to determine if
 - new Charter Rights should be added, and
 - any Charter Rights should be reclassified as non-Charter Rights.
- View a case study (e.g., documentary) that illustrates what life was like for an individual or group before a particular right(s) was granted. Discuss with students the moral / ethical issues the case study presents, and the significance of enshrining rights.

Students may

- View the 30 articles of the *Universal Declaration of Human Rights*. Which five (5) rights would you consider to be the most important? Rank them in order of importance. Justify your reasoning.
- Research to identify countries that have ratified the UDHR with those who have not. Compare the experiences of citizens in the two groups of countries. How does the adoption of the principles of the UDHR appear to influence the lives of citizens? (*Note: a good starting place for researching this issue is the work of the advocacy group "Human Rights Watch."*)
- Research a country that does not offer its citizens basic natural rights (e.g., North Korea). Compare the experiences of those citizens with citizens from Canada. How does the adoption of natural rights influence the lives of citizens? (*Note: a good starting place for researching this issue is the work of the advocacy group "Human Rights Watch."*)
- Pick the five (5) rights found from the CCHR that you feel are the most important. Create a brochure which explains these rights to younger students.
- Create a poster to help explain the differences between Charter rights and non-Charter right.

Individual Rights and the Common Good

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>6.0 <i>explain the significance of rights for individuals and society</i></p>	
<p>6.4 explain the importance of speaking out to defend the rights of others, and when necessary to introduce new rights</p>	<p>Typically when rights are discussed it is in the context of the individual. However, individuals with a shared identity may constitute a group. Sometimes group members argue that they should be entitled to additional rights to prevent discrimination and ensure fairness within society. For example, in 2013 Australian passports were revised to include three gender options – male, female and indeterminate. This action was taken to remove discrimination against people who identify as transgender or intersex.</p> <p><i>Note: As time is taken to explore this issue with students teachers should exercise sensitivity and discretion as certain topics (e.g., gender identity) may affect some students personally.</i></p> <p>When protecting and promoting the rights of others we help to protect and promote our own rights.</p>
<p>6.5 explain the difference between Charter and non-Charter rights</p>	<p>In Canada rights are classified as either Charter rights or non-Charter rights. It will be sufficient for students to understand that:</p> <ul style="list-style-type: none"> • Charter rights are the overarching principles which all other actions and legislation must respect. For example, the Supreme Court does not alter the Charter, but ensures that legislation does not violate the rights and principles it identifies. • The Charter can only be changed with the approval of : <ul style="list-style-type: none"> - the federal Parliament, - the Senate, and - at least seven provinces, representing at least 50% of Canada's population. • Non-Charter rights can vary over time, and are easier to change. For example, minimum wage legislation sets out the lowest amount that an employer can pay an employee. However, this amount varies from province to province, and can be changed by provincial legislatures. <p>It will be important to take time to identify and discuss the significance of various non-Charter rights in Canada (e.g., health care).</p>

*Individual Rights and the Common Good***Sample Teaching and Assessment Strategies****Resources and Notes****Consolidation**

Teachers may

- As a class, plan and execute an activism plan to help remedy a rights-related issue.
- If completed at the beginning of the outcome, return the thought webs to students and invite them to add their new learnings, as well as correct any misunderstandings. See page 127.

Students may

- Working with a partner, select a rights-related issue that you feel requires attention. Develop an activism plan to help remedy the situation (see delineation 5.3).
 - In your own words, explain why standing up for the rights of one person is in everyone's best interest.
 - Reflect on the following statement:
 - Liberty is the most important value in a democratic society.
- Present your reflections in a medium of your choice, such as an artwork, essay, journal entry, poem, song, or video.

Individual Rights and the Common Good

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>6.0 <i>explain the significance of rights for individuals and society</i></p>	
<p>6.6 propose a non-Charter right that should be adopted by the Federal Government, include</p> <ul style="list-style-type: none"> - a rationale for the proposed right, - the draft phrasing for the legislation - a discussion of consequences of the legislation 	<p>Delineation 6.6 provides students the opportunity to apply outcomes 1.0 and 3.0. In particular:</p> <ul style="list-style-type: none"> • The drafting of legislation in support of a non-charter right connects students with the intent of delineation 1.3, where they act to improve the human experience. • By providing a rationale for a proposed non-charter right students are engaging with the intent of delineation 3.4. <p>Additionally, when students are asked to discuss the consequences of the legislation they will engage with several delineations in outcome 2.0, but especially delineations 2.3, 2.4 and 2.5</p> <p>Finally, students should be encouraged to research and propose a non-charter right in an area where they have personal interest. This will allow for higher student engagement and support authentic learning.</p>
<p>6.7 understand and correctly use relevant terminology</p>	<p>Terminology used with this outcome includes:</p> <ul style="list-style-type: none"> • Charter Right • discrimination • just society • liberty • legal right • natural right • non-Charter right • right

Individual Rights and the Common Good

Sample Teaching and Assessment Strategies**Resources and Notes****Extension**

Students may

- With a partner, consider if advances in technology should lead to the creation of new rights. If so, propose a right and explain its purpose.

Individual Rights and the Common Good

Outcomes

Students will be expected to

6.0 *explain the significance of rights for individuals and society*

Focus for Learning

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – What evidence helps to support the importance of enshrining natural rights?
- *Comparison* – How do natural rights differ from legal rights?
- *Causality* – What are the consequences of not protecting an individual's or group's right?
- *Significance* – How has the evolution of legal rights influenced the human experience?
- *Perspectives* – Why do some societies reject what other societies view as universal and inalienable natural rights?
- *Values* – Is liberty our most important right? Why?

By the completion of this outcome students should understand that as people seek to improve their lives, they enact legal rights to help reduce injustices in society.

Sample Performance Indicator(s)

- Which are more important: natural rights or legal rights? Justify your position.
- Which do you consider to be your four most important rights? Rank these rights from most important to least important. Explain your reasoning.
- Select one of the rights listed below. How might the world be different if it was not a right? Present your answer in short paragraph or thought web.
 - cannot be arbitrary imprisoned
 - freedom from discrimination on basis of gender
 - freedom of speech

Individual Rights and the Common Good

Sample Teaching and Assessment Strategies**Resources and Notes**

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Individual Rights and the Common Good

Outcomes	Focus for Learning
<i>Students will be expected to</i>	
7.0 explain some of the challenges associated with promoting the common good	
7.1 explain the idea of the common good, using examples to support their response	Democratic governments work to make decisions that promote the common good. In promoting the common good governments attempt to create policies, offer programs or services, or take other actions that benefit citizens.
7.2 explain the rationale for the strategies of <ul style="list-style-type: none"> - progressive taxation (ability to pay theory of taxation) - user pay (benefit theory of taxation) 	<p>In some instances, the benefit offered is enjoyed by all members of society. For example, the Canadian Charter of Rights and Freedoms applies to all citizens. Likewise, healthcare in Canada is also available to all who need medical care.</p> <p>However, some benefits provided by government are not enjoyed equally. For example, public money is spent to create and maintain recreational facilities, such as swimming pools or hockey arenas. These facilities are enjoyed by a smaller percentage of citizens, but all community members may have been taxed to raise the money needed to build and maintain the structure. Another example is the use of tax dollars to fund programs a citizen may never / seldom access (e.g., post-secondary education).</p> <p>Some will argue that citizens should not be taxed to pay for services that do not use.</p>
7.3 analyze scenarios where there are competing perspectives on the role government should play in promoting the common good: <ul style="list-style-type: none"> - identify the primary issue(s) - explain the competing perspectives - propose a response 	It will be important for students to discuss examples where there are conflicting perspectives on the role government should play in promoting the common good. Examples that are community-based, or related to topics where students that have a strong personal interest are recommended.

Individual Rights and the Common Good

Sample Teaching and Assessment Strategies

Activation

Teachers may

- As part of a class discussion, list examples of government efforts to promote the common good. Then have students organize the examples along a continuum of “all benefit – some benefit – few benefit.” What inferences can be made from this analysis? (*Note: students should observe that everyone does not benefit equally from government efforts to promote the common good.*)

Students may

- With a partner list examples of government efforts to provide for the common good. Next, rank the examples from most to least significant. What are the similarities and differences between the examples with the highest and lowest ranking?

Connection

Teachers may

- Provide students with examples of situations where there are differing perspectives on promoting the common good. For example:
 - access to information
 - censorship
 - progressive taxation (ability to pay theory of taxation)
 - user pay (benefit theory of taxation)

Invite students to discuss the positive and negative consequences of these ideas. Challenge students to develop a response for each issue, justifying their position.

- Explore with students a case study where an individual's constitutional freedom was limited (e.g., Jim Keegstra – freedom of speech). Discuss how the concept of reasonable limits was interpreted and applied. (See *Canadian Charter of Rights and Freedoms* (1982), Section 1.)

Students may

- Working in teams of three, debate with another team the following proposition: When there is a conflict, individual rights are more important than the common good.
- Identify an area where government could / does act so that the common good is promoted. Explain the perspective of someone who might disagree with this action.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp.58-69

Power and Change: Civics, Economics, and You (TR)

- pp. 61-82

Individual Rights and the Common Good

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>7.0 <i>explain some of the challenges associated with promoting the common good</i></p>	
<p>7.4 propose an action that would promote the common good, including:</p> <ul style="list-style-type: none"> - an explanation of the need to be addressed - an explanation of the proposal - an analysis of the perspectives, and consequences, for citizens 	<p>As students engage with this outcome it is possible that they may identify areas where they feel that actions to promote the common good are needed (e.g., the need to introduce a community recycling program, or the provision of a universal prescription drug program).</p>
<p>7.5 understand and correctly use relevant terminology</p>	<p>Terminology used with this outcome includes:</p> <ul style="list-style-type: none"> • common good • progressive taxation (ability to pay theory of taxation) • social programs • taxation • user pay (benefit theory of taxation) <p>Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:</p> <ul style="list-style-type: none"> • <i>Causality</i> – If governments do not promote the common good, what are the consequences for the community ? • <i>Significance</i> – How does promoting the common good help to create a more just society? • <i>Perspectives</i> – Should people pay taxes to support programs that they do not use? Explain. • <i>Values</i> – When there is a conflict between competing rights, which is more important: individual rights or the common good? Why?

*Individual Rights and the Common Good***Sample Teaching and Assessment Strategies****Resources and Notes****Consolidation**

Teachers may

- Organize students into small groups. Provide each group with news articles that present different political perspectives on a topic related to the common good (e.g., proposed legislation on doctor-assisted dying). Ask the group to summarize the issue, present the differing political perspectives, and suggest a resolution that may be acceptable to all political perspectives.

Students may

- With a partner, reach a consensus on the following issue:
 - When a conflict exists related to the common good, how much influence should each group have on resolving the issue:
 - citizens
 - judges
 - politicians

Share your response with the class. As a class, reach a consensus on the amount of influence each group should have, justifying your position.

Individual Rights and the Common Good

Outcomes

Students will be expected to

7.0 *explain some of the challenges associated with promoting the common good*

Focus for Learning

By the completion of this outcome students should understand that undertaking actions that benefit all citizens equally is very challenging.

Sample Performance Indicator(s)

- Create a cause and consequence diagram, or similar graphic, that illustrates the significance of promoting the common good.
- Imagine that a new government has hired you to provide advice on the taxation theory they should follow, either (A) the ability to pay theory of taxation (i.e., progressive taxation), or (B) the benefit theory of taxation (i.e., user pay). You must:
 - summarize each theory
 - identify the strengths and limitations of each theory,
 - recommend which theory the government should adopt, and
 - provide a rationale to support your recommendation.

*Individual Rights and the Common Good***Sample Teaching and Assessment Strategies****Resources and Notes****Extension**

Students may

- Research a case study that examines a conflict between individual rights and the common good. Summarize the issue and the outcome as a research poster. Present your work as part of a class poster session. After viewing the research of other presenters from the session, complete a journal entry, responding to one of the following prompts:
 - More must be done to protect individual rights because ...
 - There is a reasonable limit to individual rights because ...
 - When individual rights and the common good conflict ...

Section Three: Specific Curriculum Outcomes

Unit 4: The Strengths and Limitations of Government

Focus

This unit provides students with the opportunity to examine the structures of Canada's electoral and government systems. Students should understand that government is organized to address the needs and wants of citizens.

In previous units, students learned about their rights and responsibilities to influence decisions in a democracy. This unit develops these ideas further, exploring how citizens can help shape public policy through active participation in the electoral process.

During this investigation, students will consider that

- political parties have different ideologies which influence public policy,
- the structures of government protect the interests of citizens and can help create a just society, and
- active participation in the electoral process is necessary for effective government.

The examples discussed in this unit are intended to encourage students to become informed participants in the political process. This unit also introduces students to the judiciary which is explored in depth in Unit 5.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 8.0 explain how government is organized in Canada
 - 8.3 determine the relative significance of the responsibilities assigned to the federal, provincial, municipal, and Indigenous governments
 - 8.5 explain the roles of the legislative, executive and judicial branches of government
 - 8.6 explain how the organization of Canadian government into separate branches helps create a just society
- 9.0 explain how ideology influences politics in a democracy
 - 9.2 explain the main ideological influences on public policy in Canada
 - 9.3 analyze a political party's stance on an issue and identify its ideological position
 - 9.5 analyze a public policy issue from an ideological perspective:
 - identify if change is needed based on the identified ideology
 - propose a response to the issue consistent with the ideological position
 - 9.6 respond to a public policy issue
 - analyze the issue from two ideological perspectives
 - propose a response to the issue, noting any ideological bias
 - 9.7 explain how citizens can influence public policy
- 10.0 explain the importance of voting within a democracy
 - 10.4 explain the purpose of various political campaign strategies
 - 10.5 identify the strategies used to influence voters, and assess their effectiveness for the given situation
 - 10.6 assess information and differentiate between fact, opinion, argument, and propaganda
 - 10.7 explain the vital role citizens play in the political decision-making process, identify reasons why citizens might not vote, and propose solutions that could be used to increase voter turnout

GCO 6 Citizenship, Power and Governance: Students will be expected to demonstrate an understanding of the purpose and functions of governance and how power influences decision making.

Students will be expected to:

- 8.0 explain how government is organized in Canada
 - 8.1 explain the values upon which a constitutional democracy is based
 - 8.2 summarize the powers / responsibilities assigned the federal, provincial, municipal, and Indigenous governments
 - 8.3 determine the relative significance of the responsibilities assigned to the federal, provincial, municipal, and Indigenous governments
 - 8.4 explain the rationale for the distribution of powers and responsibilities among the various governments in Canada
 - 8.5 explain the roles of the legislative, executive and judicial branches of government
 - 8.6 explain how the organization of Canadian government into separate branches helps create a just society
 - 8.7 explain some of the challenges each branch of government experiences and identify possible remedies
 - 8.8 understand and correctly use relevant terminology: Indigenous government, authority, checks and balances, constitutional democracy, democracy, executive, federalism, federal government, judiciary, legislative, municipal government, provincial government, rule of law

GCO 6 Citizenship, Power and Governance: Students will be expected to demonstrate an understanding of the purpose and functions of governance and how power influences decision making.

Students will be expected to:

- 9.0 explain how ideology influences politics in a democracy
 - 9.1 explain the concept of public policy, providing examples to support their explanation
 - 9.2 explain the main ideological influences on public policy in Canada
 - 9.3 analyze a political party's stance on an issue and identify its ideological position
 - 9.4 explain why public policy may change over time, and provide an example to support their explanation
 - 9.5 analyze a public policy issue from an ideological perspective:
 - identify if change is needed based on the identified ideology
 - propose a response to the issue consistent with the ideological position
 - 9.6 respond to a public policy issue
 - analyze the issue from two ideological perspectives
 - propose a response to the issue, noting any ideological bias
 - 9.7 explain how citizens can influence public policy
 - 9.8 understand and correctly use relevant terminology: centre, conservatism, ideology, left, liberalism, libertarianism, policy, public policy, political spectrum, right, socialism, stakeholder

GCO 6 Citizenship, Power and Governance: Students will be expected to demonstrate an understanding of the purpose and functions of governance and how power influences decision making.

Students will be expected to:

- 10.0 explain the importance of voting within a democracy
 - 10.1 explain the electoral process, as well as the importance of each element in the process
 - 10.2 explain the strengths and limitations of the first-past-the post electoral system
 - 10.3 briefly explain an alternate electoral system, such as proportional representation or preferential voting, noting respective strengths and limitations
 - 10.4 explain the purpose of various political campaign strategies
 - 10.5 identify strategies used to influence voters, and assess their effectiveness
 - 10.6 assess information and differentiate between fact, opinion, argument, and propaganda
 - 10.7 explain the vital role citizens play in the political decision-making process, identify reasons why citizens might not vote, and propose solutions that could be used to increase voter turnout
 - 10.8 understand and correctly use relevant terminology: cabinet, candidate, election campaign, electoral district, electoral system, first-past-the-post, majority government, minority government, negative campaigning, opposition leader, propaganda, voting

It is recommended that 14 hours, approximately 5 weeks, of instructional time be used to work with students to achieve outcomes 8.0, 9.0 and 10.0. The range of dates highlighted below are offered as a suggestion.

The Strengths and Limitations of Government

The Strengths and Limitations of Government

Outcomes	Focus for Learning
<i>Students will be expected to</i>	
8.0 explain how government is organized in Canada	<p>Students will have some prior learning in terms of the idea of democracy. This outcome invites students to deepen their understanding of this idea as they examine the purpose of government, the values upon which democracy is based, and how government is organized in Canada. This understanding, in turn, will help them appreciate that within a democracy there will often be differing perspectives on the role of government.</p>
8.1 explain the values upon which a constitutional democracy is based	<p>Constitutional democracy is based on a number of interrelated values:</p> <ul style="list-style-type: none"> • citizens possess individual freedom / liberty • government is chosen by citizens • the law applies equally to all citizens (i.e., the rule of law)
8.2 summarize the powers / responsibilities assigned the federal, provincial, municipal, and Indigenous governments	<p>Canada's federal system of government organizes government into four domains, or levels: federal, provincial, municipal, and Indigenous.</p> <p><i>Note: While Indigenous self-government assumes some of the same responsibilities as provincial and territorial governments, there is variance:</i></p> <p>Self-government agreements set out arrangements for Aboriginal groups to govern their internal affairs and assume greater responsibility and control over the decision making that affects their communities. Self-government agreements address: the structure and accountability of Aboriginal governments, their law-making powers, financial arrangements and their responsibilities for providing programs and services to their members. Self-government enables Aboriginal governments to work in partnership with other governments and the private sector to promote economic development and improve social conditions.</p> <p>Because Aboriginal groups have different needs, negotiations will not result in a single model of self-government. Self-government arrangements may take many forms based on the diverse historical, cultural, political and economic circumstances of the Aboriginal groups, regions and communities involved.</p> <p>Source: Indigenous and Northern Affairs Canada</p>
8.3 determine the relative significance of the responsibilities assigned to the federal, provincial, municipal, and Indigenous governments	<p>While students will often argue that military and defense are the most significant responsibilities (federal), challenge them to consider what would happen if water and sewer, garbage collection, and road clearing were neglected (municipal).</p>

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

Activation

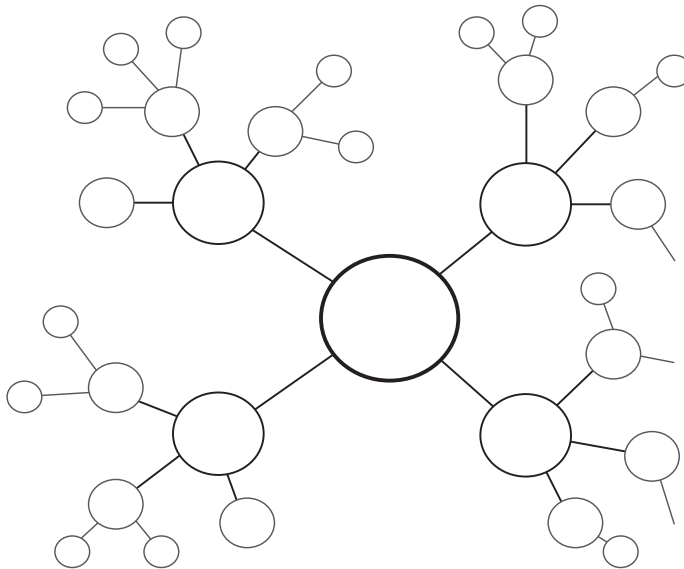
Teachers may

- Organize students into groups of four, and invite them to debate the following proposition: *Government is unnecessary*. Ask each group to reach a conclusion on the debate, and then report to the class as a whole. Record key arguments for and against the proposition.

Proposition: Government is unnecessary.	
Affirmative Arguments	Negative Arguments
Conclusion:	

Students may

- With a partner, brainstorm and create a web diagram capturing what they already know about government in Canada. They should keep the diagram in a safe place so that they can refer to it later in this section.



- Reflect on the following question: Is government important?
 - List examples of how your life might be different if we did not have a government.
 - Share your list with a partner:
 - What is similar?
 - What is different?
 - With your partner create a list of the three most significant ways in which your life would be different if we did not have a government in Canada.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp. 70-85

Power and Change: Civics, Economics, and You (Teacher Resource [TR])

- pp. 83-107

Supplementary

- How Canadians Govern Themselves*, by Eugene Forsey (Government of Canada, © 1980)

Note

- A mock election may be conducted in SCO 10.0. Teachers may want to plan for this activity.

The Strengths and Limitations of Government

Outcomes

Students will be expected to

8.0 explain how government is organized in Canada

8.4 explain the rationale for the distribution of powers and responsibilities among the various governments in Canada

8.5 explain the roles of the legislative, executive and judicial branches of government

8.6 explain how the organization of Canadian government into separate branches helps create a just society

8.7 explain some of the challenges each branch of government experiences and identify possible remedies

Focus for Learning

The needs of citizens vary from place to place. In an effort to best meet these needs Canada adopted a multi-level system of government known as federalism. Each level of government has the authority and responsibility to meet the needs unique to its population. Typically, municipal and provincial governments meet the day-to-day needs of citizens (e.g., waste disposal, road clearing), while provincial / federal governments meet the broader needs of citizens (e.g., health care, defence).

In previous grades students were introduced to the organization of the government into two branches – legislative and executive. This outcome builds on this understanding and introduces students to the role and function of the judiciary.

Legislative	Executive	Judiciary
<ul style="list-style-type: none"> - represent citizens - debate and refine draft legislation - pass laws 	<ul style="list-style-type: none"> - draft legislation - enforce laws - set policy 	<ul style="list-style-type: none"> - interpret law

While the executive branch has the mandate to run the business of government, it must seek the approval of the legislative branch to pass laws and approve budgets. Likewise, the executive branch and the legislative branch cannot act in ways that are contrary to the law or the Constitution.

While the organization of government into separate branches is intended to help ensure that government works to serve the interests of the electorate, it does not mean that the organization is without challenges. For example,

- Should elected members of the legislature vote
 - according to party directives,
 - in the best interested of their constituents, or
 - according to their conscience?
- Should an unelected Senate have the power to block legislation proposed by an elected House of Commons?
- Should an unelected judge have the power to reject a law passed by an elected legislature?

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Organize students into small groups. Ask students to rank order the values upon which democracy is based. Have all groups report their ranking. As part of a class discussion determine if a consensus can be reached on a final rank order.
- Invite a member of the judiciary (e.g., judge, lawyer) as a guest speaker to discuss with students the significance of the court system in balancing the powers of government.
- Invite a member of the Legislative Assembly, House of Commons, or Senate as a guest speaker to discuss with students the significance of the work conducted by that legislative branch of government.
- Conduct a mock federal-provincial/territorial planning and priorities meeting based on the following scenario: The Federal Government has a \$10 billion surplus. It has decided that it will allocate additional monies to the provinces and territories.
 - Organize students into groups so that each province, territory, and the Federal Government is represented.
 - Have each group research current issues facing each provincial / territorial government, using recent/current news stories.
 - Each group should prioritize their needs and present their two most significant needs to the Federal Government.
 - After all submissions are heard the Federal Government should make an allocation based on:
 - the ideology of the government (majority party);
 - the significance of the needs presented; and
 - winning popular support.
 - The province/territory who received the most *per-capita* funding may be considered the “winner.”

Alternatively, this activity could be adapted as a provincial-municipal planning and priorities meeting.

Students may

- Create a one page newspaper advertisement, or poster, that helps explain the importance of the values upon which Canadian democracy is based.
- In an effort to save money, the Federal Government is considering reducing the number of Members of Parliament. As an advisor in the Prime Minister’s Office (PMO) you have been asked to analyze this issue and provide advice. Create a cause-and-consequence diagram that identifies the potential short-term and long-term consequences of this action. Based on your analysis, write a briefing note with your recommendation.

Continued

The Strengths and Limitations of Government

Outcomes

Students will be expected to

8.0 *explain how government is organized in Canada*

8.8 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- Indigenous government
- authority
- checks and balances
- constitutional democracy
- democracy
- executive
- federalism
- federal government
- judiciary
- legislative
- municipal government
- provincial government
- rule of law

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Comparison* – Which level of government most influences your life?
- *Perspectives* – Would all levels of government agree on the distribution of powers? Why?
- *Values* – If an elected federal government has a different ideology than an elected provincial government what challenges and opportunities might this present? Explain.

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

- With a partner, review the distribution of powers among the various levels of government. Which are the three most significant areas of responsibility for each level of government?

CRITERIA		
Magnitude <i>How people are affected?</i>	Evidence: • • Score: _____	Evidence: • • Score: _____
Scope <i>How many people are affected?</i>	Evidence: • • Score: _____	Evidence: • • Score: _____
Duration <i>How long people will be affected?</i>	Evidence: • • Score: _____	Evidence: • • Score: _____
TOTAL		
<div> <div>Low</div> <div>Moderate</div> <div>High</div> </div> <div>0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10</div>		

- Examine the current provincial government budget.
 - What areas of responsibility have the highest expenditures? The lowest?
 - If more money was spent on, for example, education, how would you suggest government fund the budget increase? What might be some of the consequences of that recommendation, both direct and indirect?

Resources and Notes

The Strengths and Limitations of Government

Outcomes

Students will be expected to

8.0 *explain how government is organized in Canada*

Focus for Learning

By the completion of this outcome students should understand that government is organized in an effort to best meet the needs of citizens and to promote the common good.

Sample Performance Indicator(s)

- Are all levels of government necessary? Would it be better to have fewer levels? or more levels? Explain your position.
- Should more power be granted to the executive branch of government? Explain.

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Provide students with five 3x5 index cards. Ask students to select five words or phrases that best express what they consider to be the most important ideas related to the government in Canada. Once students have recorded their words, create a word wall. If time allows
 - count the number of times each word is used and create a word cloud; and
 - invite students to create a poem, rant or song using words from the word wall.

Students may

- With a partner, brainstorm and create a web diagram capturing what they have learned about government in Canada. They should compare their diagram with the one created at the beginning of this section. Analyze their original diagram, and colour code their initial ideas using highlighters:
 - What knowledge was confirmed? (colour in **green**)
 - What knowledge was learned? (colour in **yellow**)
 - What knowledge was incorrect? (colour in **pink**)

Extension

Teachers may

- Conduct a mock legislative activity with students to help them deepen their understanding of the process of government. Possible activities include
 - setting the agenda of a parliamentarian,
 - a Parliamentary Committee simulation, or
 - a session of Parliament.

SOCIAL STUDIES 1201 CURRICULUM GUIDE 2018

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Organize a small group / whole class discussion that explores the following questions:
 - What is the purpose of government?
 - What are the most important activities of government?

Students may

- Reflect on the following question: Is government important?
 - List examples of how your life might be different if we did not have a government.
 - Share your list with a partner:
 - What is similar?
 - What is different?
 - With your partner create a list of the three most significant ways in which your life would be different if we did not have a government in Canada.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 86-89

Power and Change: Civics, Economics, and You (TR)

- pp. 83-107

Note

- A mock election may be conducted in SCO 10.0. Teachers may want to plan for this activity.
- When discussing the political spectrum, it will be important to clarify with students that “conservative ideology” is not the same as the “Conservative Party of Canada”, nor is “liberal ideology” the same as the “Liberal Party of Canada.” To help avoid confusion it is suggested that phrases such as *small ‘C’ conservative* or *small ‘L’ liberal* be used as needed to provide clarity.

The Strengths and Limitations of Government

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>9.0 <i>explain how ideology influences politics in a democracy</i></p>	<p>It will be important to provide students with opportunities to explore the political spectrum, and to introduce them to the following ideologies:</p> <ul style="list-style-type: none"> • socialism • liberalism • conservatism • libertarianism
<p>9.3 analyze a political party's stance on an issue and identify its ideological position</p>	<p>To help students better understand how ideology influences politics time should be taken to investigate the position of Canada's major political parties (federal and NL provincial) in relation to a variety of public policy issues.</p>
<p>9.4 explain why public policy may change over time, and provide an example to support their explanation</p>	<p>Public policy is not static and often evolves over time. Two overlapping reasons help to account for this:</p> <ul style="list-style-type: none"> • Citizens' needs and wants may change, and therefore government will adjust public policy to better meet these demands (e.g., ban on smoking in public). • The ideological position of the majority party in government will be reflected in the laws, regulations and policies it adopts (e.g., lowering of GST by federal Conservatives in 2006 and 2008); it will be helpful to examine recent examples. <p>To help students better understand change in public policy at least one example of each type should be examined.</p>
<p>9.5 analyze a public policy issue from an ideological perspective:</p> <ul style="list-style-type: none"> - identify if change is needed based on the identified ideology - propose a response to the issue consistent with the ideological position 	<p>To help students deepen their understanding of public policy it will be important to provide them with an opportunity to discuss areas where they feel public policy should change. A range of topics could be investigated (e.g., education, an environmental issue, healthcare, terrorism, transportation).</p>

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

Resources and Notes

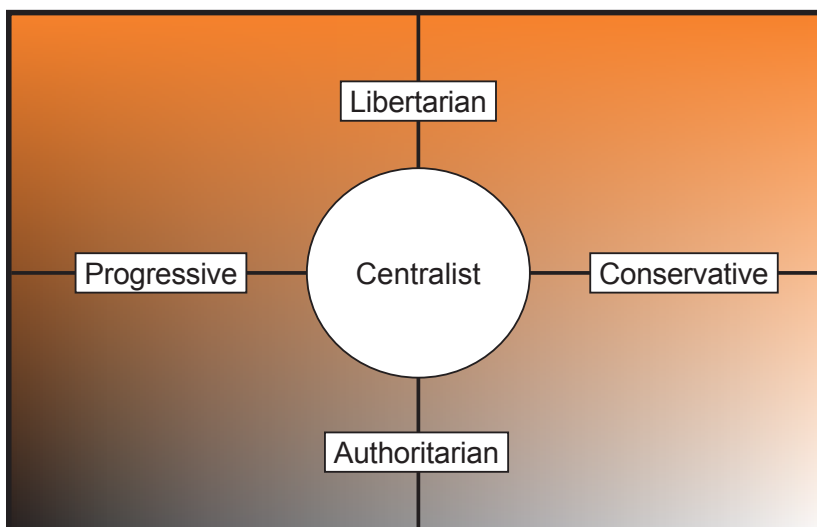
Connection

Teachers may

- Select an area of public policy. As a class identify all of the means used by government to influence this area.
- Organize students in opposing teams and assign an ideological position. Invite students to debate issues related to public policy. Possible areas of discussion include:
 - healthcare (e.g., eliminate Medicare; provide universal prescription drugs)
 - national security (e.g., increase the size of Canada's military; withdraw Canadian Forces from all military actions, except those providing humanitarian relief)
 - education (e.g., provide free post-secondary education to all adult citizens; admit only the top 5% of students into post-secondary programs based on some form of SAT)
- Invite local politicians / party representatives as guest speakers to discuss with students the ideology of their party, and how that ideology guides their political decision-making process.

Students may

- Identify a current issue being debated by either the federal or provincial government. Research in order to contrast the opinion of the governing party with that of the opposition parties. Present your findings as an infographic, or other poster format.
- Create a foldable that explains the following ideologies:
 - socialism
 - liberalism
 - conservatism
 - libertarianism



Continued

The Strengths and Limitations of Government

Outcomes

Students will be expected to

9.0 *explain how ideology influences politics in a democracy*

- 9.6 respond to a public policy issue:
- analyze the issue from two ideological perspectives
 - propose a response to the issue, noting any ideological bias

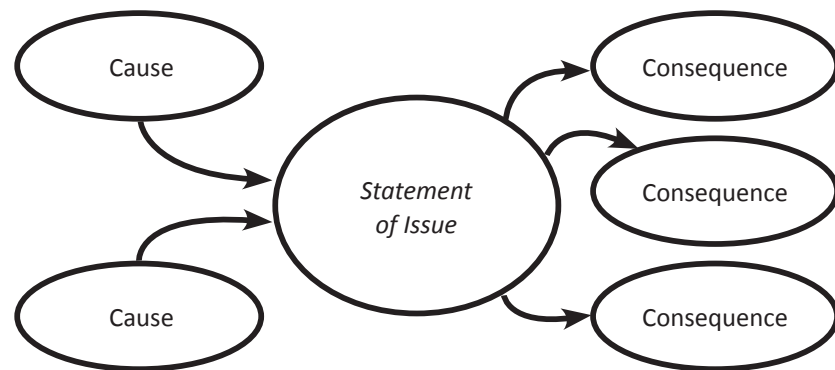
9.7 explain how citizens can influence public policy.

9.8 understand and correctly use relevant terminology

Focus for Learning

It is sufficient to limit this discussion to conservative and liberal and perspectives.

Issue Analysis



One of the defining features of a constitutional democracy is the ability of citizens to influence public policy. A range of political actions that can influence public policy should be examined, including

- voting for a political party whose platform you support,
- serving within a political party in order to influence the party's platform,
- lobbying government as a special interest group to advance a particular agenda,
- protesting to call for an immediate response to an issue, and
- contacting elected government officials to explain your concerns.

Terminology used with this outcome includes:

- | | | |
|----------------|------------------|----------------------|
| • centre | • liberalism | • political spectrum |
| • conservatism | • libertarianism | • right |
| • ideology | • policy | • socialism |
| • left | • public policy | • stakeholder |

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

- Identify a current issue that is important to high school students. Create a media piece that calls attention to the issue from a particular ideological perspective.
- Working with a partner, create a skit, poem, rant or song that explains the idea of the political spectrum.
- Select an area where government policy has changed over time to better reflect the sentiments of society. Present your research in a timeline, that includes both text and visuals.
- Research Canadian federal political parties and analyze their positions on the following issues:
 - health care
 - immigration
 - social programs
 - taxation

Resources and Notes

The Strengths and Limitations of Government

Outcomes

Students will be expected to

9.0 explain how ideology influences politics in a democracy

Focus for Learning

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- **Evidence** – What evidence does stakeholder x / political party y have to support this position? Is there evidence that refutes this position?

Claim / Assertion	Evidence	Evaluation

- **Comparison** – How are the views of political party x similar to / different from political party y?
- **Significance** – How does public policy x affect society?
- **Perspectives** – What is the ideological position of stakeholder x on this issue?
- **Values** – Given these opposing views on topic x, what is the best course of action to promote the common good? Explain.

By the completion of this outcome students should understand that public policy is shaped by values.

Sample Performance Indicator(s)

- Create a web diagram, or similar graphic, that illustrates how ideology influences perspectives on the common good / public policy.

Resources and Notes

Teachers may

Students may

- Liberal

 Conservative

- Working with a partner, create a poster that illustrates how various ideologies would approach an issue. Use as few words as possible, and be sure to select / create powerful and engaging images / graphics that captures viewers' attention.
- Write a journal entry in which you explore what you feel are the strengths and limitations of either conservative or liberal ideology.

The Strengths and Limitations of Government

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>10.0 explain the importance of voting within a democracy</p>	<p>In outcome 8.0 students examined some of the values upon which democracies are based – including the role of citizens in electing a government. This outcome builds on this learning and invites students to examine the Canadian electoral system, assess its effectiveness, and consider the significance of informed decision-making as part of the electoral process.</p>
<p>10.1 explain the electoral process, as well as the importance of each element in the process</p>	<p>In Canada a similar process is used to elect federal Members of Parliament and members of provincial legislative assemblies. The following elements of the electoral process should be examined:</p> <ul style="list-style-type: none"> • electoral district • candidate • election campaign • voting • forming government <ul style="list-style-type: none"> - majority / minority - government leader - cabinet - opposition leader
<p>10.2 explain the strengths and limitations of the first-past-the post electoral system</p>	<p>Under Canada's current first-past-the-post system, the candidate with the most votes becomes the government member for a given district. While the appeal of this system is its simplicity for voters, critics argue that a majority government can be formed by a political party who receives less than 50% of the popular vote.</p>
<p>10.3 briefly explain an alternate electoral system, such as proportional representation or preferential voting, noting respective strengths and limitations</p>	<p>Some jurisdictions who also used the first-past-the-post method of election have reformed aspects of their electoral process. For example, the federal government of Australia adopted preferential ballot to help provide for representation in the legislature that more closely matches the preferences of voters.</p>
<p>10.4 explain the purpose of various political campaign strategies</p>	<p>The purpose of a political campaign, typically, is to elect a particular candidate or party. However, campaigns can also focus on dissuading electors from supporting another candidate or party (e.g., the "Anything But _____" approach).</p>

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Have students brainstorm the various ways citizens learn about candidates and issues during an election (e.g., campaign ads, reputation of the candidate). Then, rank order the sources of information from most to least effective.
- Organize students using a think-pair-share cooperative learning strategy. Invite students to consider the following question: What affects a political leader's / party's popularity?

Students may

- What do you know about the electoral process in Canada? Complete a RAN chart. Then, as you complete this section return to the chart and confirm what you know, any misconceptions, and add any new learning or questions for further consideration.

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 90-97

Power and Change: Civics, Economics, and You (TR)

- pp. 83-107

The Strengths and Limitations of Government

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>10.0 explain the importance of voting within a democracy</p>	
<p>10.5 identify strategies used to influence voters, and assess their effectiveness</p>	<p>Political parties and other stakeholder / groups use a variety of strategies to influence how a citizen may vote, such as:</p> <ul style="list-style-type: none"> • political promises • negative campaigning • market research <p>It will be useful to have students view and assess some of the strategies used by political groups to influence the electorate, including television, radio, print, and web-based media.</p> <p><i>Note: Many political campaign strategies are linked to the exercise of power examined in Outcome 11.0 (i.e., political promises = reward power).</i></p>
<p>10.6 assess information and differentiate between fact, opinion, argument, and propaganda</p>	<p>It will be important to discuss with students that citizens should be critical consumers of information. Students will already have assessed a variety of media as part of their English Language Arts program. Building on this prior learning, the following should be discussed:</p> <ul style="list-style-type: none"> • Identify and analyze important political issues, and understand the various perspectives on these issues. • Make sense of information reported in the media. • Recognize the efforts of political parties to wield political influence. <p>Thinking critical about important issues enables citizens to make informed choices.</p>
<p>10.7 explain the vital role citizens play in the political decision-making process, identify reasons why citizens might not vote, and propose solutions that could be used to increase voter turnout</p>	<p>Citizen participation in the political process has enormous value. Unfortunately, a significant number of voters do not exercise their franchise, and thus forfeit their most powerful means to influence the work of government.</p> <p>There are a variety of strategies that governments and other stakeholder groups can use to maximize voter turnout, ranging from media campaigns, to online voting, to compulsory voting legislation (e.g., a fine is issued if a person chooses not to vote).</p>

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

Resources and Notes

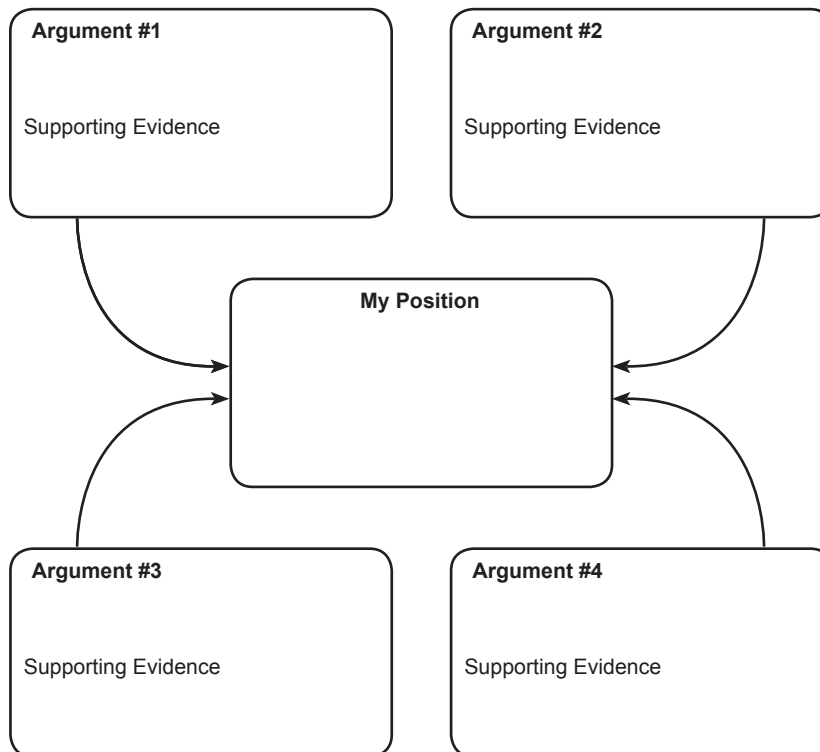
Connection

Teachers may

- Hold a mock election. There are several organizations that offer resources to complete a mock election, such as Canada's Democracy Week (sponsored by Elections Canada) and Student Vote (sponsored by CIVIX).
- Provide students with a variety of campaign advertisements. Invite students to assess the advertisements and differentiate between fact, opinion, argument, and propaganda.

Students may

- Create a diagram / poster that explains the electoral process to students at the elementary level.
- Create a foldable which explores the main reasons people give for not voting. For each of the reasons provide a counter-argument that could be used to improve voter turnout.
- Develop a campaign strategy for a fictitious political party. In your media kit include a 30 second YouTube advertisement, and a Google ad.
- Debate the following proposition: Negative campaign ads are the best way for candidates to get elected.



Continued

The Strengths and Limitations of Government

Outcomes

Students will be expected to

10.0 explain the importance of voting within a democracy

10.8 understand and correctly use relevant terminology

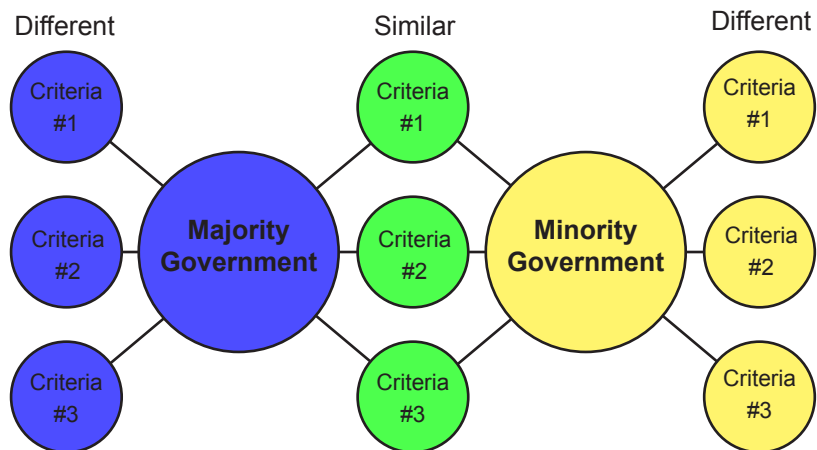
Focus for Learning

Terminology used with this outcome includes:

- cabinet
- candidate
- election campaign
- electoral district
- electoral system
- first-past-the-post
- majority government
- minority government
- negative campaigning
- opposition leader
- propaganda
- voting

Examples of how the forms of analysis (see outcome 2.0) may be used in this outcome include:

- *Comparison* – How are majority and minority governments similar? Different? Is one more effective than another?



- *Causality* – Should only informed voters participate in elections?
- *Significance* – Is it a problem that voter turnout is sometimes low? Explain.
- *Perspectives* – What types of political strategy (positive or negative) do you feel most influences voters? Why?
- *Values* – Should voting be mandatory? Justify your position. Should there be penalties for people who do not vote? Why?

By the completion of this outcome students should understand that an informed and active electorate is essential in building a strong democracy.

Sample Performance Indicator(s)

Write a rant in which you attempt to persuade readers of the importance of being critical consumers of political advertising.

The Strengths and Limitations of Government

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Invite a politician to discuss the challenges of running for, and working in, elected office.

Students may

- Select an election advertisement. Analyze it based on the following criteria:
 - source
 - purpose
 - effectiveness
 - accuracy / bias
 - design
 - level of engagement
- Return to the RAN chart they completed at the beginning of this section. Confirm what they know, any misconceptions, and add any new learning or questions for further consideration.

Extension

Students may

- Compare the Canadian and American electoral systems. What are their relative strengths and weaknesses? Which do you feel best serves the interest of a democracy? Why? Based on your analysis, what (if any) changes would you make to Canada's electoral system? Why?

Section Three: Specific Curriculum Outcomes

Unit 5: Justice

Focus

This unit provides students with the opportunity to examine Canada's system of justice. The judiciary is based on the principle of fundamental justice and helps protect Canadians and maintain order.

Students have already learned about the purposes and structures of Canadian democracy and that rights protect citizens and help create a just society. Additionally, students have explored how active citizenship shapes government policies to reflect societal values. This unit examines how the judiciary ensures that laws and policies protect the rights and interests of Canadians.

During this investigation, students will consider how

- fundamental justice protects people and preserves social order,
- the judicial system determines responsibility and prescribes punishment or remedy in criminal and civil matters, and
- various individuals and groups in society may have different experiences with the justice system.

This unit reinforces previous outcomes by encouraging students to investigate the significance of the judiciary in preserving Canadian democracy. The ideas discussed in this unit provide opportunities for students to think critically about the justice system and to evaluate its effectiveness.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 11.0 explain the importance of fundamental justice
 - 11.1 analyze a variety of laws and decide if each law is essential for the preservation of social order, providing a cogent explanation of their position
 - 11.2 explain the concept of a social contract
 - 11.3 explain the concept of fundamental justice, and why it is an essential element in a constitutional democracy
 - 11.4 analyze a scenario and decide if the principles of fundamental justice are being applied appropriately
- 12.0 explain how the Canadian judicial systems works
 - 12.4 analyze the issue and propose a judgment or remedy
- 13.0 explain how ideas related to justice may change over time
 - 13.2 research an emerging change in society and propose either (i) new legislation, or (ii) the repeal of existing legislation

GCO 6 Citizenship, Power and Governance: Students will be expected to demonstrate an understanding of the purpose and functions of governance and how power influences decision making.

Students will be expected to:

- 11.0 explain the importance of fundamental justice
 - 11.1 analyze a variety of laws and decide if each law is essential for the preservation of social order, providing a cogent explanation of their position
 - 11.2 explain the concept of a social contract
 - 11.3 explain the concept of fundamental justice, and why it is an essential element in a constitutional democracy
 - 11.4 analyze a scenario and decide if the principles of fundamental justice are being applied appropriately
 - 11.5 understand and correctly use relevant terminology: bias, discrimination, fair / fairness, fundamental justice, just / justice, law, social contract
- 12.0 explain how the Canadian judicial systems works
 - 12.1 explain the similarities and differences between civil law and criminal law
 - 12.2 explain other methods that are used to promote justice, providing an example to illustrate how the method works
 - 12.3 explain how sometimes the judicial system does not serve the interests of citizens
 - 12.4 propose a judgment or remedy for a legal issue
 - 12.5 understand and correctly use relevant terminology: *actus reus*, civil law, Criminal Code, criminal law, *mens rea*, tort
- 13.0 explain how ideas related to justice may change over time
 - 13.1 explain why laws may change over time, using an example to support their explanation
 - 13.2 research an emerging change in society and propose either (i) new legislation, or (ii) the repeal of existing legislation
 - 13.3 understand and correctly use relevant terminology: capital punishment, discrimination, franchise, suffrage

Suggested Unit Plan

[illegible]

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Justice

Outcomes

Students will be expected to

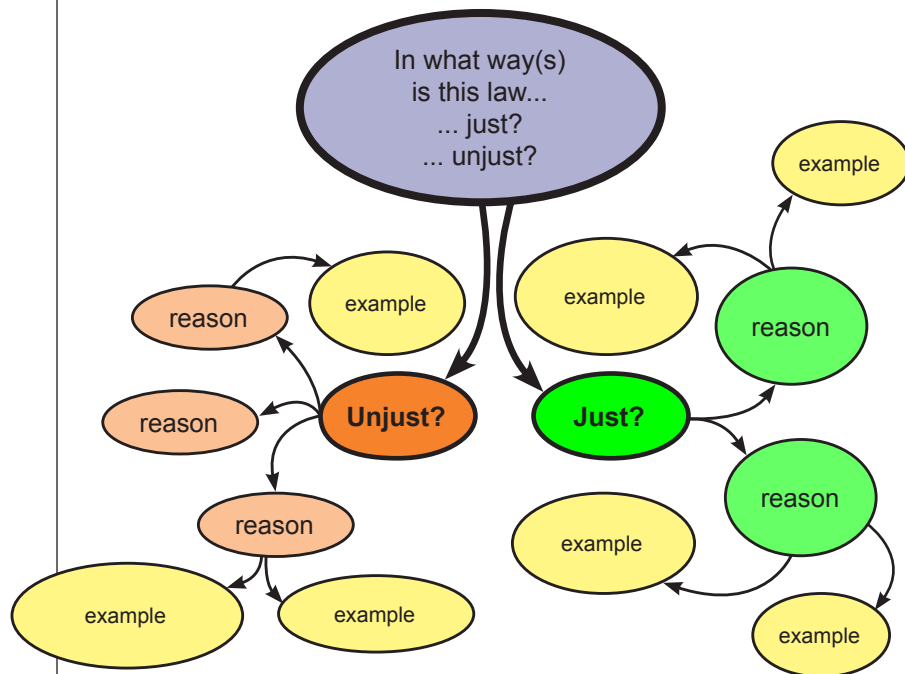
11.0 explain the importance of fundamental justice

11.1 analyze a variety of laws and decide if each law is essential for the preservation of social order, providing a cogent explanation of their position

Focus for Learning

In Unit 3 students examined the concept of rights (outcome 6.0). This outcome builds on that learning. Students investigate the concept of fundamental justice as the basis for the Canadian judicial system.

Laws, rules and procedures are essential in order to establish and maintain social order. Social order is what enables citizens to exercise their personal freedoms and to pursue their individual interests. As Canadians, we tend to assume that the laws which govern our society are fair and just. However, assumptions about fairness and justice sometimes change over time and can vary from jurisdiction to jurisdiction. A graphic organizer may be used to assist with analysis.



11.2 explain the concept of a social contract

When discussing the idea of social order with students, it is important to clarify that rules, laws, and procedures limit individual freedom to some degree. However, people generally accept this as a reasonable trade-off in order to have social stability, which should be referred to as a social contract. For example, laws that govern roads help to ensure that people can travel safely. Without traffic laws there would be more accidents and confusion on roads.

Justice

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Throughout this unit provide students with opportunities to collect news stories that relate to legal / justice issues. The stories could be organized
 - into individual portfolios; or
 - as a classroom bulletin board.

Students should summarize the main issue in each story.

- Invite students to view a statue of *Iustitia* (also called *Justitia*), the Roman goddess of justice. Use the following questions to explore the features of the statue that relate to justice.
 - What do the scales represent?
 - What is the meaning of the double edged sword?
 - Later statues depict *Iustitia* wearing a blindfold. What does this symbolize?

Note: If using the authorized resource to introduce Iustitia be careful when using Source 3, p. 104, as the caption explains the meaning of the features of the statue.

Students may

- Discuss the following:
 - Young children are often quick to point out possible injustices, proclaiming “That’s not fair!” When are children likely to say this? Discuss this question with a partner, and identify the three occasions when children would frequently make this claim. Why do children feel these situations are unjust? Why do parents and guardians intervene?

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp. 98-109

Power and Change: Civics, Economics, and You (Teacher Resource [TR])

- pp. 108-126
- p. 127

Notes

- A mock trial may be conducted in SCO 12.0. Teachers may want to preface this as an introduction to Unit 4 and build it into their ongoing discussions throughout the unit.

Justice

Outcomes

Students will be expected to

11.0 *explain the importance of fundamental justice*

11.3 explain the concept of fundamental justice, and why it is an essential element in a constitutional democracy

11.4 analyze a scenario and decide if the principles of fundamental justice are being applied appropriately

11.5 understand and correctly use relevant terminology

Focus for Learning

While individuals generally agree to accept the limitation of some freedoms as part of a social contract, certain rights are protected by *Constitution Act* (1982), Part I, Section 7:

Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

The principles of fundamental justice maintain that

- all citizens are:
 - equal before the law
 - subject to the law
 - entitled to the protection of the law;
- laws, rules and procedures cannot conflict with rights guaranteed by the *Constitution Act*; and
- citizens can only have their rights limited after a process that is considered fair and just.

As well, fundamental justice

- protects society from individuals who do not abide by the law,
- protects individuals from unreasonable actions by government, and
- demands that the judiciary must be fair and impartial.

It will be important to provide students with opportunity to examine scenarios that illustrate the violation of the principles of fundamental justice.

Terminology used with this outcome includes:

- | | |
|-----------------------|-------------------|
| • bias | • just / justice |
| • discrimination | • law |
| • fair / fairness | • social contract |
| • fundamental justice | |

Justice

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Provide students with sample laws (e.g., traffic, criminal) and have them comment on how each law seeks to preserve social order.

Students may

- Read the quotation below. How does it help explain the concept of fundamental justice?

*First they came for the Socialists, and I did not speak out—
Because I was not a Socialist.*

Then they came for the Trade Unionists, and I did not speak out — Because I was not a Trade Unionist.

*Then they came for the Jews, and I did not speak out—
Because I was not a Jew.*

Then they came for me—and there was no one left to speak for me.

By Martin Niemöller

Note: Martin Niemöller (1892–1984) was a prominent Protestant pastor who emerged as an outspoken public foe of Adolf Hitler and spent the last seven years of Nazi rule in concentration camps.

Different versions of the quotation exist. These can be attributed to the fact that Niemöller spoke extemporaneously and in a number of settings. Much controversy surrounds the content of the poem as it has been printed in varying forms, referring to diverse groups such as Catholics, Jehovah's Witnesses, Jews, Trade Unionists, or Communists depending upon the version. Nonetheless his point was that Germans—in particular, he believed, the leaders of the Protestant churches—had been complicit through their silence in the Nazi imprisonment, persecution, and murder of millions of people. (Source: United States Holocaust Memorial Museum, Washington, DC)

Justice

Outcomes

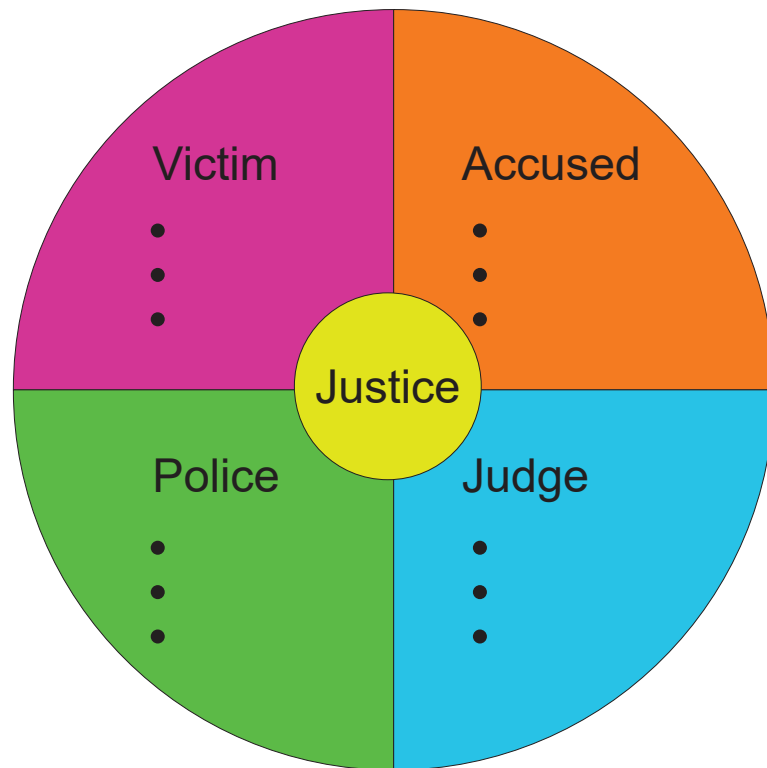
Students will be expected to

11.0 *explain the importance of fundamental justice*

Focus for Learning

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- **Comparison** – Compare how Canada and another country might treat a law or punishment differently?
- **Causality** – What do you think would happen if Canada did not follow the principles of fundamental justice?
- **Significance** – Which laws are most important in preserving social order?
- **Perspectives** – What might be your view of justice if you were one of the following: victim, accused, police, judge



- **Values** – Is it ever just to break the law? Explain. Are there too many laws? Why do you think that is true?

By the completion of this outcome students should understand that the limitation of an individual's freedom is necessary in order to enjoy the privileges of a liberal democracy society.

Sample Performance Indicator(s)

Respond to the following quote "Injustice anywhere is a threat to justice everywhere." (Martin Luther King, Jr.)

*Justice***Sample Teaching and Assessment Strategies****Resources and Notes****Consolidation**

Teachers may

- Facilitate a discussion about the circumstances under which it is acceptable for governments to limit individual rights and freedoms.

Students may

- Write a journal entry about a situation where you felt treated unjustly.
 - How did this make you feel?
 - Was the issue resolved to your satisfaction?

Justice

Outcomes

Students will be expected to

12.0 explain how the Canadian judicial systems works

12.1 explain the similarities and differences between civil law and criminal law

12.3 explain other methods that are used to promote justice, providing an example to illustrate how the method work

Focus for Learning

In this outcome, students are introduced to the Canadian judicial system. The judicial system is designed to protect and promote the common good. The police enforce the law, and the courts interpret and apply the law.

The judicial system serves as an arbitrator, attempting to resolve conflicts in a fair and impartial manner. Conflicts are classified into two categories – civil law and criminal law.

	Civil Law	Criminal Law
Issue	private	public
Form	adversarial	adversarial
Judgement	judge / jury	judge / jury
Verdict	degree of injury / responsibility	guilty or not guilty
Consequence	remedy (usually financial)	sentencing

Note: It is not necessary for students to have more than a rudimentary understanding of procedures as outlined above. For example, students do not need to differentiate between areas of civil law. Additionally, while criminal law is uniform across Canada, civil law may vary among jurisdictions; Quebec uses a different civil code.

In addition to the processes used in civil and criminal courts, there are other methods that help to promote justice, often referred to as restorative justice, including

- Aboriginal sentencing circles
- alternative dispute resolution
- mental health court

Justice

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Invite students to individually record what they know about the judicial system in a RAN chart. Collect and review the charts, using this information to help guide instructional planning. At the end of this outcome return the RAN chart to students and provide time to complete the chart.

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

- Provide each student with five 3x5 index cards. Ask students to brainstorm five words or phrases about the judicial system. Once students have recorded their words, create a word wall. If time allows:
 - count the number of times each word is used and create a word cloud; and
 - invite students to create a poem, rant, or song using words from the word wall .

Students may

- Review data on incarceration in Canada or another country. Identify patterns / trends in the data? What might account for these patterns / trends? Do any of the patterns reveal possible underlying issues related to justice? How can these issues be resolved?

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 110-113
- pp. 116-117

Power and Change: Civics, Economics, and You (TR)

- pp. 108-126
- p. 127

Justice

Outcomes

Students will be expected to

12.0 explain how the Canadian judicial systems works

12.3 explain how sometimes the judicial system does not serve the interests of citizens

12.4 propose a judgment or remedy for a legal issue

Focus for Learning

Canada, like many other constitutional democracies, prides itself on the effectiveness of its judicial system. However, at times not all individuals and groups are well served by our justice system. Over time a variety of institutions have evolved that seek to protect vulnerable individuals and groups. For example, low income earners often cannot afford to hire a lawyer to represent them in a legal matter. In response most provinces have established legal aid commissions.

To improve the effectiveness of the judicial system, it is important to examine examples of failures in the justice system, to assess the consequences of these failures, and to determine the reason(s) why these injustices have occurred.

To help students deepen their understanding of the judicial process they should be provided the opportunity to examine and decide a case, either civil or criminal. This can be accomplished in several ways, including

- the case method,
- small group debate, and
- a mock trial.

During this process students should use the following questions to guide their assessment:

- What does the law state?
- What are the facts?
- Did the accused / defendant show intent?
- Did the accused / defendant commit the crime / cause the injury?
- Is there reasonable doubt?

*Justice***Sample Teaching and Assessment Strategies****Resources and Notes****Connection**

Teachers may

- Conduct a judicial process that provided students with the opportunity to examine and decide a case, either civil or criminal. This can be accomplished in several ways, including
 - the case method.
 - small group debate, and
 - a mock trial.

Regardless of the method used remind students to carefully evaluate the evidence available. A graphic organizer can be used for this purpose

Source	Analysis	Inference(s)
#1	<i>Strengths</i>	
	<i>Limitations</i>	
#2	<i>Strengths</i>	
	<i>Limitations</i>	
#3	<i>Strengths</i>	
	<i>Limitations</i>	

Continued

Justice

Outcomes

Students will be expected to

12.0 explain how the Canadian judicial systems works

12.5 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- *actus reus*
- civil law
- Criminal Code
- criminal law
- *mens rea*
- tort
- restorative justice

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – What government/societal structures are in place to help provide justice?
- *Comparison* – Compare the roles of police, courts and judges, and courts and tribunals in the justice system.
- *Causality* – Are some people / groups treated differently by the justice system? What are some consequences?
- *Significance* – What considerations are most significant in determining if a law is unjust?
- *Perspectives* – How might the justice system be experienced by someone with a mental illness, who is illiterate, a youth, etc.?
- *Values* – Is it more just to provide extra protection to those who are most vulnerable, or to provide the same protections to everyone regardless of who they are?

By the completion of this outcome students should understand that maintaining justice in society is challenging.

Justice

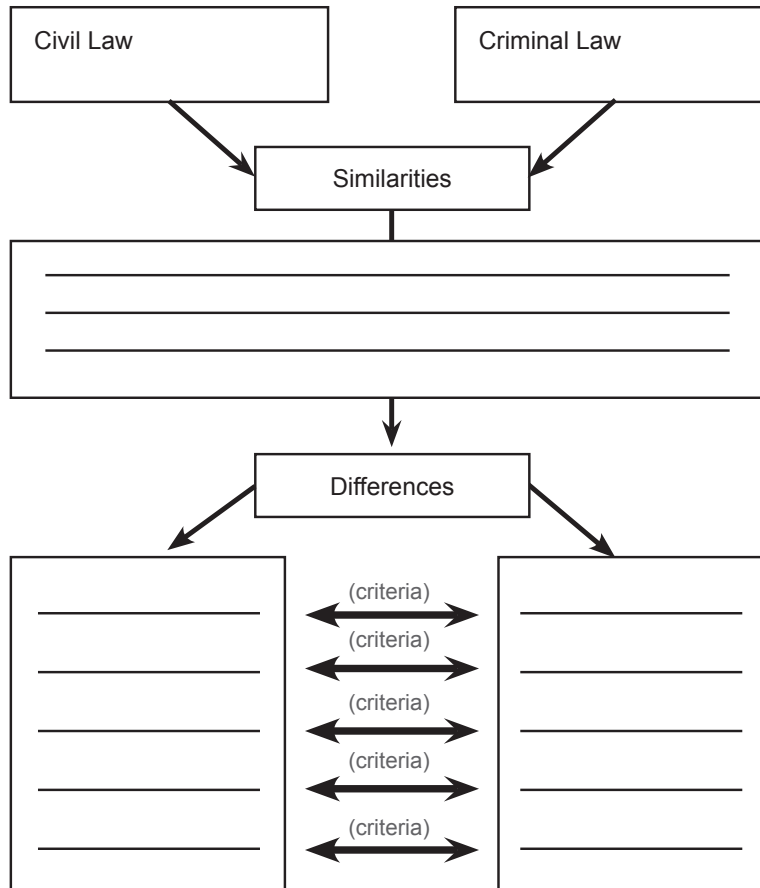
Sample Teaching and Assessment Strategies

Resources and Notes

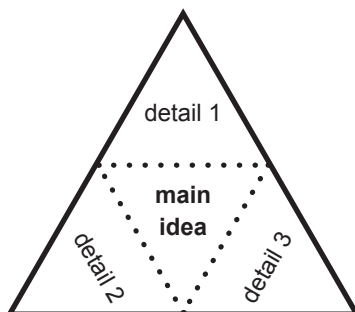
Students may

- Create a diagram to compare aspects of civil and criminal law.

Civil VS Criminal Law



- Create a foldable that explains why the following methods of justice sometimes achieve better results than the court system:
 - Aboriginal sentencing circles,
 - alternative dispute resolution, and
 - mental health courts.



- write the main idea in the center of the triangle
- write one detail in each of the outer triangles
- cut along the solid lines
- fold along dotted lines
- glue into notebook

Justice

Outcomes

Students will be expected to

12.0 explain how the Canadian judicial systems works

Focus for Learning

Sample Performance Indicator(s)

- Why does it take so many people, institutions, and complex processes to make our justice system just?
- As a society, how can we tell when a law is unjust? If a law is unjust, should the justice system enforce and apply it? What should be done?

Justice

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Provide students with specific examples of injustice. How should each situation / issue be prevented and / or resolved. Examples include:
 - a journalist being imprisoned after openly criticizing the actions of government
 - non-accessible businesses or services (e.g., voting stations, gas stations)
 - use of unfair hiring practices (e.g., members of minorities, people with disabilities, women)
 - writing a test in English if it is not one's first language
 - wrongfully accused persons sentenced to jail time

Students may

- Research a significant Canadian court case. Present a summary of the case as a research poster. Examples include:
 - *Re Eskimos* [1939] S.C.R. 104 – A decision by the Supreme Court regarding the constitutional status of Canada's Inuit people (then called "Eskimos") The Supreme Court found that for the purposes of British North America Act (1867) Inuit should be considered Indians.
 - *Edwards v. A.G. of Canada* (1929) – The legal recognition of women as "persons" meant that women could no longer be denied rights based on a narrow interpretation of the law.
 - *R. v. Oakes* (1986) – Establishes the "Oakes test" to determine "reasonable limits" on Charter rights.
 - *R. v. Morgentaler* (1988) – The Criminal Code provision on abortion violated the Charter rights of women.
 - *R. v. Sparrow* (1990) – Aboriginal rights that pre-exist the Constitution Act (1982) cannot be infringed without justification.
 - *R. v. Feeney* (1997) – Establishes that the police cannot enter a home without a search warrant.
 - *Egan v. Canada* (1995) – Establishes that discrimination on the basis of sexual orientation is prohibited under the Charter.
 - *Canada v. Hislop* (2007) – Establishes that Charter rights come into existence only from the moment that their existence is determined by the court, and therefore are not retroactive.
 - *Fontaine v. Canada* (2013) – The recognition of Métis and non-status Indian as Indians under the Constitution Act.
- Research organizations that seeks to protect vulnerable people (e.g., legal aid). Report the findings in the form of a television or radio commercial.

Justice

Outcomes

Students will be expected to

13.0 explain how ideas related to justice may change over time

13.1 explain why laws may change over time, using an example to support their explanation.

13.2 research an emerging change in society and propose either (i) new legislation, or (ii) the repeal of existing legislation.

Focus for Learning

This unit concludes with an examination of how the idea of justice changes over time.

The liberties and quality of life enjoyed by Canadians is due in large part to the evolution of ideas related to governance and justice. Over time social values and beliefs change. In response laws, institutions, and procedures change to reflect these values (e.g., suffrage).

There are many examples where changes in social values have led to changes in the law, including child labour, racial discrimination, and capital punishment.

It will be important for students to consider if recent developments in society (e.g., use of new technologies) are resulting in a need for new legislation.

Justice

Sample Teaching and Assessment Strategies

Activation

Teachers may

- In small groups discuss the following question: Do you think it is necessary to constantly review and revise the law? Discussion may include topics from the following areas:
 - changing social issues (e.g., gender identity)
 - medical developments (e.g., stem cells)
 - new technology (e.g., autonomous vehicles)

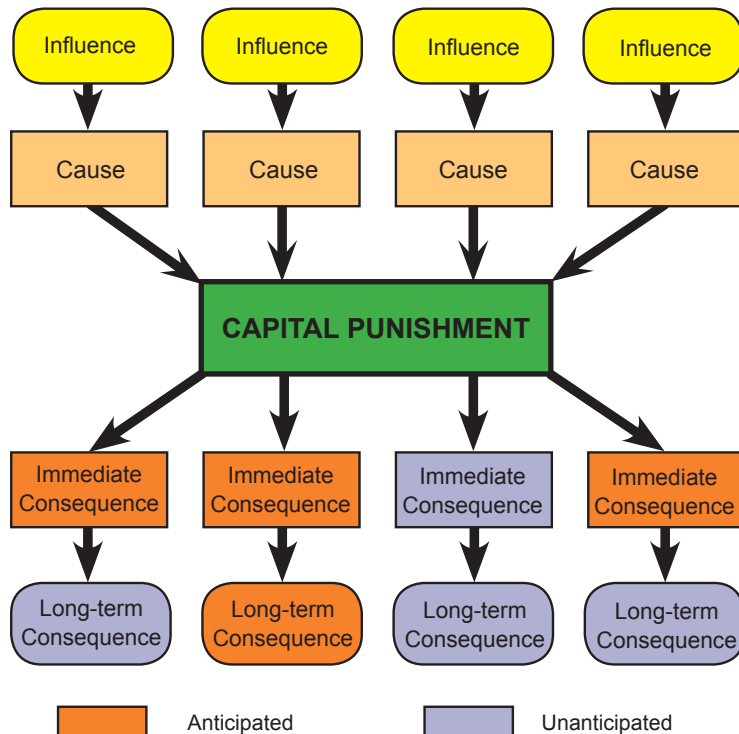
Students may

- With a partner, brainstorm a list of laws (or types of laws) that exist today that did not exist in 1800s and 1900. Why were these laws adopted? Was the adoption of these laws a good idea? Why? (e.g., automobiles, child labour, compulsory education)

Connection

Teachers may

- Facilitate a discussion about laws that have changed over time (e.g., suffrage (male and female), capital punishment). Consider the causes and consequences of these changes. Create a graphic organized during the discussion to capture important ideas / observations.



Continued

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 114-115

Power and Change: Civics, Economics, and You (TR)

- pp. 108-126
- p. 127

Justice

Outcomes

Students will be expected to

13.0 explain how ideas related to justice may change over time

13.3 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- capital punishment
- franchise
- discrimination
- suffrage

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Comparison* – Find examples of laws, policies or punishments in other countries that you would find unjust. Is there more or less justice in Canada today than in the past? Why?
- *Causality* – Given an example of a law that has changed over time, identify factors that have contributed to this change.
- *Significance* – Identify injustices, locally, nationally or internationally that you believe need immediate attention. Who should be involved in correcting these injustices? How do you think this can be achieved?
- *Perspectives* – Using a case study dealing with an injustice, examine the perspectives of various stakeholders.
- *Values* – Can a truly just system exist? Why or why not?

By the completion of this outcome students should understand that ideas of “what is just” change over time to reflect societal values.

Sample Performance Indicator(s)

Identify a law that you think should be revised, struck down or created. Explain your reasoning.

*Justice***Sample Teaching and Assessment Strategies**

Students may

- Select an area where the law / federal policy has changed. Create a poster that explains various perspectives on the issue. Include data that helps reveal how the change in law has influenced society (e.g., marriage, immigration policy, gender equity, seatbelt legislation).

Consolidation

Students may

- Identify an emerging trend where there is little / no legislation (e.g., use of drones). Identify possible issues that may emerge, and propose legislation that would help to mitigate harm and promote the common good.

Resources and Notes

Section Three: Specific Curriculum Outcomes

Unit 6: Economic Decision Making

Focus

This unit formally introduces students to the field of economics. In particular it focuses on the central issue of economics – how can we make the best possible use of our resources?

Deciding how to use our resources to meet our needs and wants is not only challenging, it is also a persistent question. As new needs present themselves, values evolve, and society becomes increasingly interdependent, knowing how to make good economic decisions is more important than ever.

During this investigation students will consider

- the value of using utility theory to help us make more informed, and ultimately better, economic choices;
- how balancing trade-offs can produce greater economic gain, and;
- why competition is often, but not always, the best way to meet the needs of consumers and maximize economic resources.

The ideas examined in this unit are foundational to the outcomes which follow in Units 7 to 9. Additionally, the examples discussed in this unit are practical and relevant to everyday life.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 14.0 explain how economic decision making helps maximize the use of scarce resources
 - 14.1 differentiate between needs and wants
 - 14.2 explain how scarcity influences people's lives
 - 14.5 apply the concept of utility (using utils) to demonstrate how values and their associated criteria can be used to make rational economic decisions that help to maximize the use of resources
- 15.0 explain how economic decisions require trade-offs and have consequences
 - 15.2 analyze alternatives for a given economic decision and predict:
 - short-term and long-term consequences
 - direct and indirect consequences
 - 15.3 analyze scenarios involving opportunity cost and:
 - identify the consequences of each alternative
 - classify the consequences of each alternative as desirable or undesirable
 - evaluate the consequences of each alternative in terms of utils
 - 15.4 propose multiple criteria to assess decision-making alternatives and identify a preferred alternative
- 16.0 explain how competition influences consumers and producers
 - 16.3 explain the consequences of competition for consumers and producers

GCO 5 Needs, Wants, and Choice: Students will be expected to demonstrate an understanding of economic systems and how economic decisions influence quality of life.

Students will be expected to:

- 14.0 explain how economic decision making helps maximize the use of scarce resources
 - 14.1 differentiate between needs and wants
 - 14.2 explain how scarcity influences people's lives
 - 14.3 explain how rational economic decisions are made, applying the concept of cost-benefit analysis
 - 14.4 explain how values can guide the selection of criteria when making economic decisions
 - 14.5 apply the concept of utility (using utils) to demonstrate how values and their associated criteria can be used to make rational economic decisions that help to maximize the use of resources
 - 14.6 generate examples that illustrate how the concept of utility can be used to make an economic decision
 - 14.7 explain why individuals do not always make rational economic decisions
 - 14.8 understand and correctly use relevant terminology: criteria, cost-benefit analysis, economics, need, rational, scarcity, utility, utils, value, want
- 15.0 explain how economic decisions require trade-offs and have consequences
 - 15.1 analyze scenarios and identify opportunity cost, as well as generate examples of opportunity cost
 - 15.2 analyze alternatives for a given economic decision and predict:
 - short-term and long-term consequences
 - direct and indirect consequences
 - 15.3 analyze scenarios involving opportunity cost and:
 - identify the consequences of each alternative
 - classify the consequences of each alternative as desirable or undesirable
 - evaluate the consequences of each alternative in terms of utils
 - 15.4 propose multiple criteria to assess decision-making alternatives and identify a preferred alternative
 - 15.5 apply the concept of satisficing to make an economic decision, using a cause and consequence diagram (e.g., web) and utils
 - 15.6 understand and correctly use relevant terminology: direct consequences, ethical consumerism, fair trade, goal / priority, indirect consequences, opportunity cost, satisfice, trade-off

GCO 5 Needs, Wants, and Choice:

Students will be expected to demonstrate an understanding of economic systems and how economic decisions influence quality of life.

Students will be expected to:

- 16.0 explain how competition influences consumers and producers
 - 16.1 identify and classify examples of competition in the marketplace
 - 16.2 explain the factors that influence competitiveness in a given market
 - 16.3 explain the consequences of competition for consumers and producers
 - 16.4 understand and correctly use relevant terminology: competition, market place, market structure, monopolistic competition, monopoly, oligopoly, perfect competition

SCO Continuum

Social Studies 9	Social Studies 1201	Social Studies 2201
3.0 explain the human geography of Canada 4.0 explain human migration and its impact on Canada since 1920 5.0 explain economic, political and social change in Canada during the 1920s and 1930s 15.0 explain the economic challenges and opportunities that may affect Canada's future	14.0 explain how economic decision making helps maximize the use of scarce resources 15.0 explain how economic decisions require trade-offs and have consequences 16.0 explain how competition benefits consumers and producers	15.0 explain how economic innovations and ideas can influence the human experience 16.0 explain how industrialization can influence economic activity 17.0 explain the emergence of socialism and its influence on quality of life

Suggested Unit Plan

It is recommended that 12 hours, approximately 5 weeks, of instructional time be used to work with students to achieve outcomes 14.0, 15.0, and 16.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June

What Influences Our Economic Choices

Economic Decision Making

Outcomes

Students will be expected to

14.0 explain how economic decision making helps maximize the use of scarce resources

14.1 differentiate between needs and wants

14.2 explain how scarcity influences people's lives

14.3 explain the how rational economic decisions are made, applying the concept of cost-benefit analysis

14.4 explain how values can guide the selection of criteria when making economic decisions

Focus for Learning

In previous grades students briefly discussed some basic economic concepts, such as needs and wants, demand and supply, and scarcity. However, Units 6 through 9 are students' first formal introduction to the study of economics.

During this discussion it will be important to note that needs and wants are sometimes a function of perspective. For example:

- teenagers may tell their parents that they need a particular brand of jeans, based on psychological need;
- city dwellers may feel that people who live downtown do not need to own a car, and can use public transportation.

When examining needs and wants the issue of scarcity should be introduced – people cannot meet all of their needs and wants because resources are limited.

Economists assume that individuals and societies make rational economic decisions to maximize the use of resources as they meet their needs and wants. Generally, individuals select the alternative that provides the greatest utility (usefulness or benefit). This analysis is often referred to as cost-benefit analysis.

While some decisions are simple, others are more complex. For example, assuming that all things are equal, some decisions can be made on personal preference ("I like chocolate cake more than vanilla cake"). However, other decisions, such as buying a car, are more complex, often because they are more significant (e.g., deep consequences). In this case, individuals may use multiple criteria, such as cost, fuel efficiency, and style, to help them make their decision. It should be noted with students that criteria reflect priorities / values.

Economic Decision Making

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Organize students into groups (or partners), and invite them to examine the economic lives of groups in society by comparing their needs and wants. Once the chart is completed highlight similarities (e.g., green) and differences (e.g., blue).

	Needs	Wants
Child		
Young Adult		
Young Family		
Retiree		

- Investigate the concepts of scarcity, economic value, and decision making:
 - Take the students outside and have them identify (or photograph) items that are scarce and items that are not scarce.
 - Have students rank the items from most to least scarce.
 - From the list identify the three most valuable items and the three least valuable items, providing a rationale. After students have completed their ranking ask them to clarify how they interpreted the criteria of “valuable.” *Note: This provides an opportunity to introduce the concept of utility.*

Item	Scarce (✓)	Not Scarce (✓)	Rank

- Discuss the following paradox with students: Why are some essentials inexpensive (e.g., water) while some non-essentials (e.g., diamonds) are very expensive? *Note: this is referred to as the Paradox of Value. Students do not need to know this term.*

Students may

- Create a list of items that are scarce and not scarce. What would happen if an item that is plentiful suddenly became scarce? What effect would it have on you? on society? Illustrate your ideas in a cause-and-consequence diagram. If time allows students could be asked to apply the same questions to explore what might happen if scarce resources became plentiful.
- Reflect on the following claim – “Until we have begun to go without them, we fail to realize how unnecessary many things are. We’ve been using them not because we needed them but because we had them.” (Seneca, *Letters from a Stoic*). With a partner create a list of objects that many teenagers often argue are needs, which in fact are really wants. If time allows ask students to imagine how a teenager’s life would change without these objects, using a web diagram to identify possible consequences.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp. 152-161

Power and Change: Civics, Economics, and You (Teacher Resource [TR])

- pp. 143-154
- pp. 155-181

Economic Decision Making

Outcomes

Students will be expected to

14.0 *explain how economic decision making helps maximize the use of scarce resources*

14.5 apply the concept of utility (using utils) to demonstrate how values and their associated criteria can be used to make rational economic decisions that help to maximize the use of resources

Focus for Learning

When applying the concept of utility to decision making, alternatives are assessed (e.g., ranked) and assigned values called utils. The preferred alternative has the greatest number of utils. See Table A and Table B.

Table A

	Cost	Fuel Efficiency	Style
Car A	\$30 000	Low	Gorgeous
Car B	\$20 000	Moderate	Average
Car C	\$10 000	High	Ugly

Table B

	Cost	Fuel Efficiency	Style	Total Utils
Car A	0	0	+10	+10
Car B	+5	+5	+5	+15
Car C	+10	+10	0	+20

Score: 0 = low, 5 = medium, 10 = high

Table B assumes that each alternative is of equal value / weight. While a higher value / weight may be assigned to one criterion over another, such as fuel efficiency, this goes beyond the scope of this outcome.

Utils can be assigned as a negative value if the ranking / score for a particular criteria is undesirable. For example, if Car A has very poor fuel efficiency and creates a lot of air pollution it could have been assigned -10 utils. Students in Level I are comfortable and well versed in the use of positive and negative numbers.

A possible alternative to using numeric scores would be to use symbols, such as a check mark or positive sign (✓ or +) and a negative sign or cross mark (✗ or −). Additionally, colour can also be used with these symbols to make it easier for students during their analysis (e.g., ✓ or + / ✗ or −)

Economic Decision Making

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Ask students to suggest criteria that may be used when making an economic decision (e.g., availability, cost, popularity, quality). Then, organize students into a think-pair-share where they rank order the criteria in terms of importance. Combine partners into groups of four to compare lists and create a final rank order. Groups can then report to the class, explaining their rationale for their decisions.
- Demonstrate how to use utility theory (with multiple criteria) when making economic decisions, where students deepen their understanding of this model. For example:
 - model the application of utility theory, with criteria provided;
 - next, model the application of utility theory, and have students develop the criteria for judgment;
 - finally, ask students to develop their own examples of economic decision making which applies utility theory.

Students may

- Think of three recent (or important) economic decisions that you have made. For each, answer the following questions:
 - What was the decision?
 - What were the alternatives?
 - How did you choose among the alternatives?
- Imagine that some grade eight students ask for advice about purchasing name of item. Brainstorm a list of criteria that could be used. Compare your list with another student's. Together, decide on the three most useful criteria that you can recommend.
- Create an advertisement (either in video or audio format) for the Bank of Canada that concisely explains how to use utility theory to make better economic decisions. The purpose of the advertisement is to combat a growing trend among young people to make impulse purchases they later regret. Work with a partner to script and produce the advertisement.

Economic Decision Making

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>14.0 <i>explain how economic decision making helps maximize the use of scarce resources</i></p>	
<p>14.6 generate examples that illustrate how the concept of utility can be used to make an economic decision</p>	<p>While early examples created by students may be limited to two criteria and two alternatives, students will not have successfully achieved the intent of this outcome until they can create examples using three criteria and three alternatives.</p>
<p>14.7 explain why individuals do not always make rational economic decisions</p>	<p>Time should be taken to explore why individuals do not always make decisions that economists would consider rational. For example, a consumer may consider style the most important criterion, regardless of factors such as cost or fuel efficiency. This is an excellent opportunity to discuss the fact that individuals often have different perspectives / values that guide their decision making. Therefore, what is considered 'rational' will vary among individuals and groups.</p>
<p>14.8 understand and correctly use relevant terminology</p>	<p>Terminology used with this outcome includes:</p> <ul style="list-style-type: none"> • criteria • cost-benefit analysis • economics • need • rational • scarcity • utility • utils • value • want <p>Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:</p> <ul style="list-style-type: none"> • <i>Evidence</i> – What evidence supports this decision? • <i>Comparison</i> – Is Widget A the most economic alternative? • <i>Causality</i> – Will this option allow <u>individual's name</u> to meet her/his needs and still have money left over? • <i>Significance</i> – Is this a need or a want? • <i>Perspectives</i> – What factors are influencing <u>individual's name</u> view on this decision? • <i>Values</i> – Which is the most important criteria in the decision? <p>By the completion of this section students should understand that while it is difficult to satisfy all of our needs and wants, we can try to maximize the use of resources by making informed decisions to achieve the most benefit.</p>
	<p>Sample Performance Indicator(s)</p> <p>Sidney worked hard to save \$300. She wants to purchase a new tablet, but doesn't want to spend all of her money. Help Sidney make a rational economic decision using utility theory. Use three criteria for judgment, providing a rationale for each.</p>

Economic Decision Making

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Present students with examples of rational and irrational decision making. Ask students to analyze each scenario and try to identify the value(s) which influenced each decision maker.

Students may

- Create a thought web about the concept of economics. Compare your diagram with another student's. Together, create a working definition of economics. Share your definition with another group. Based on your discussion, revise your definition as needed.
- Respond to the following question: Can utility theory be used in other contexts? For example:
 - Deciding what to do with leisure time?
 - Deciding on courses to take in high school?
 - Deciding about romantic relationships? Friendships?Explain your reasoning.

Economic Decision Making

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>15.0 explain how economic decisions require trade-offs and have consequences</p> <p>15.1 analyze scenarios to identify opportunity cost, as well as generate examples of opportunity cost</p> <p>15.2 analyze alternatives for a given economic decision and predict:</p> <ul style="list-style-type: none"> - short-term and long-term consequences - direct and indirect consequences <p>15.3 analyze scenarios involving opportunity cost and:</p> <ul style="list-style-type: none"> - identify the consequences of each alternative - classify the consequences of each alternative as desirable or undesirable - evaluate the consequences of each alternative in terms of utils 	<p>In the previous outcome students applied the concept of utility to economic decision making. Students now focus in more depth on the consequences of economic decisions.</p> <p>When faced with an economic decision, an individual must choose between two (or more) alternatives. Once a choice is made, an alternative is forfeited. The forfeited alternative is known as the opportunity cost. For example:</p> <p>Problem: How will Tony spend his time on Thursday evening?</p> <p>Option 1: Stay home and study for his social studies test.</p> <p>Option 2: Go out with friends to see a movie.</p> <p>The opportunity cost of going out with friends is the missed opportunity to study for the test.</p> <p><i>Note: If there are three or more alternatives, the opportunity cost is the next best alternative.</i></p> <p>Economic choices have a range of consequences, some of which can be anticipated. As individuals assess opportunity costs they can make better decisions by predicting the consequences of each alternative.</p> <p>Constructing a graphic organizer is a simple and effective way to identify the cause and consequence relationships among alternatives. Additionally, alternatives can also be assessed in terms of utility (and hence desirability).</p>

Economic Decision Making

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Organize students into small groups to brainstorm some of the biggest decisions that they will make in their lives. Have them determine the consequences that each decision will have on themselves and others. Topics could include
 - buying a car or truck,
 - buying or renting a house,
 - getting student loans for post-secondary education, and
 - moving to work in a different region or province.
- Have students determine at least two criteria for selecting a product (e.g., clothing, electronics, fast food). Decide if the criteria are of equal weight. Repeat this process for several products or services. What observations can be made?

Students may

- List five choices you had to make over the past few weeks.
 - Identify the criteria you used to make each decision.
 - Identify the opportunity cost of each choice.
 - In hindsight, did you make the best / right choice?

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 162-171

Power and Change: Civics, Economics, and You (TR)

- pp. 155-181

Economic Decision Making

Outcomes

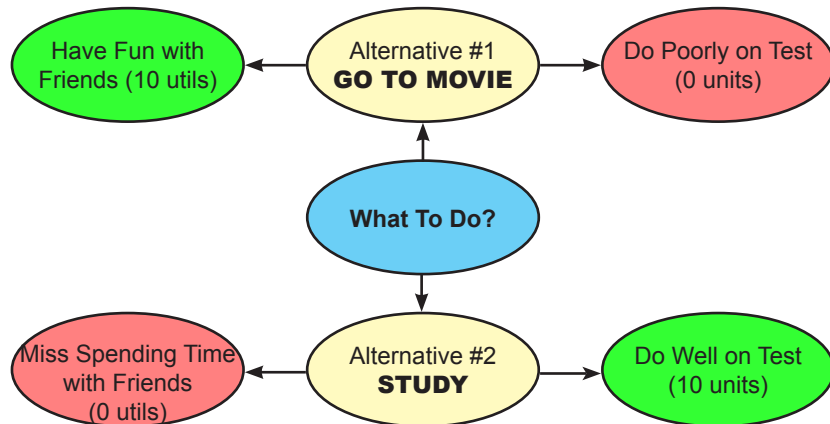
Students will be expected to

15.0 explain how economic decisions require trade-offs and have consequences

Focus for Learning

Example 1

Identifying and Assessing Short-term Alternatives

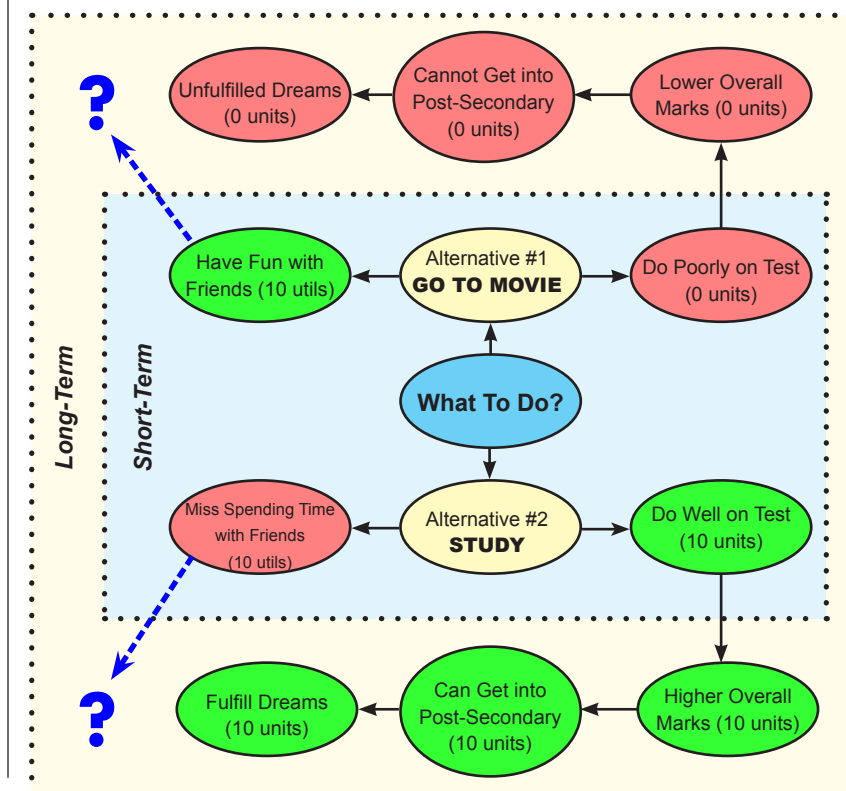


Note: Both options have equal value in the short-term

In Example 1 the assessment of only short term consequences reveals that the two alternatives score equally in terms of utility. However, an assessment of long-term effects reveals that one alternative has significantly greater utility. (See Example 2.)

Example 2

Identifying and Assessing Short-term and Long-term Alternatives



Economic Decision Making

Sample Teaching and Assessment Strategies

Connection

Teachers may

- Have students brainstorm the consequences of saving for the future versus not saving.

Should one save for the future?	
Affirmative Arguments	Supporting Evidence
1.	
2.	
3.	
Negative Arguments	Supporting Evidence
1.	
2.	
3.	
Conclusion:	

Resources and Notes

Continued

Economic Decision Making

Outcomes

Students will be expected to

15.0 *explain how economic decisions require trade-offs and have consequences*

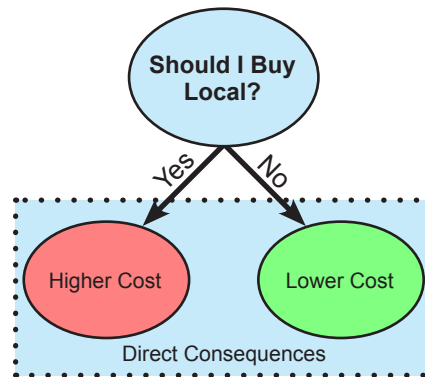
15.4 propose multiple criteria to assess decision-making alternatives and identify a preferred alternative

Focus for Learning

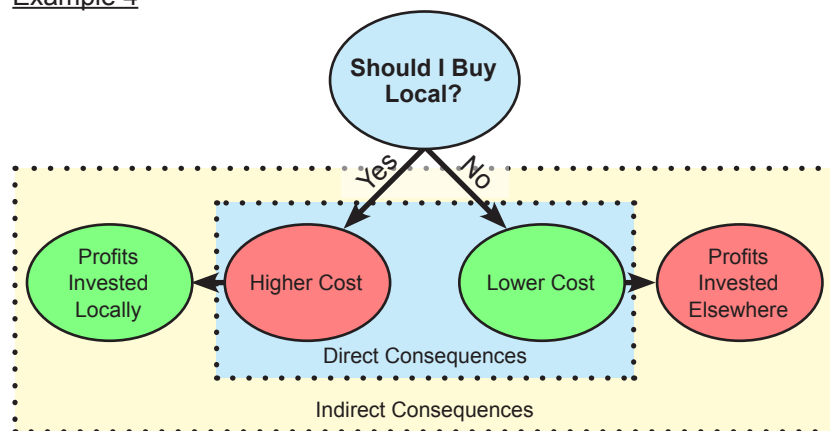
The use of multiple criteria is often a critical factor when attempting to make a sound economic decision.

In Example 3 an assessment of cost reveals a clear choice. However, when a second criterion is added (e.g., support emerging economy / support local economy), the choice becomes less obvious. See Example 4.

Example 3



Example 4



These examples illustrate how both consumers and producers make economic choices according to their priorities and values. For example, if a consumer chooses the lowest cost alternative when purchasing a product, he or she may be purchasing from a producer that achieves low cost by not maintaining appropriate safety standards for workers. While the consumer benefits, he or she does so at the expense of worker safety. Similarly, choosing goods produced by corporations that make use of ethical practices will benefit workers, while consumers may pay more.

Economic Decision Making

Sample Teaching and Assessment Strategies

Students may

- Select a decision that you or someone else has made or may make.
 - Create a graphic organizer to illustrate the consequences of each alternative
 - Classify the consequences as either desirable or undesirable, using two colours
 - Assess each consequence in terms of utils
 - Calculate the value (utility) of each alternative
- Based on this analysis, what was / is the best alternative?

Resources and Notes

Summary Of Problem / Issue

Options	Consequences	Utils	Total
Option #1			
Option #2			
Option #3			

Best Option:



Desirable
Consequence



Undesirable
Consequence

Economic Decision Making

Outcomes

Students will be expected to

15.0 *explain how economic decisions require trade-offs and have consequences*

15.5 apply the concept of satisficing to make an economic decision, using a cause and consequence diagram (e.g., web) and utils

Focus for Learning

As part of applying multiple criteria to decision making, students will encounter situations where it is necessary to rank criteria in order of importance. This is an important learning as it has real-life application in terms of values clarification. For example, choosing to support only businesses that follow high ethical standards may mean paying higher prices for good and services, at least in the short-term; over the long-term in the free market, unethical business practices would diminish based on responding to customer needs / wants.

Note: Students in Level I are comfortable and well versed in the use of positive and negative numbers. Teachers may want to use negative values to help illustrate the undesirability of some choices / effects. For example, harm to the environment could score –10 utils.

Often competing demands make it very difficult to make an optimal decision when choosing among alternatives. In these cases individuals may make a choice that is acceptable (that will satisfy or suffice) but is not optimal. This is referred to as satisficing.

It may be of interest to discuss with students that research suggests that people who choose satisficing as an approach to economic decision-making tend to be happier than those who struggle to make optimal choices.

“Satisficers have an internal threshold of acceptability against which they evaluate options, and will choose a decision outcome when it crosses this threshold. Therefore, satisficers are content to settle for a “good enough” option – not necessarily the very best outcome in all respects.” (Peng, 2013)

For example, Susan has saved \$100 to purchase a pair of designer jeans. However, a concert was recently announced that she would also like to attend. Front-row seats also cost \$100. The opportunity cost of choosing between these alternatives is unacceptable to Susan – she wants new jeans, but also wants to attend the concert. Susan decides to buy a less expensive pair of jeans for \$50, and general seating concert ticket for \$50. In neither case did she get exactly what she wanted, but in each case she was able to adequately achieve her goals.

Economic Decision Making

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Invite students to debate one or more of the following propositions:
 - When purchasing, one should always choose for the least expensive alternative.
 - One's own needs and wants are more important than the needs or wants of others.
 - Paying more for local products / supporting the local economy is a bad idea.

Proposition:

Our Team's Position:

Argument #1
(Least Compelling)

Evidence

Argument #2
(More Compelling)

Evidence

Argument #3
(Very Compelling)

Evidence

Argument #4
(Clincher; Most Compelling)

Evidence

Continued

Economic Decision Making

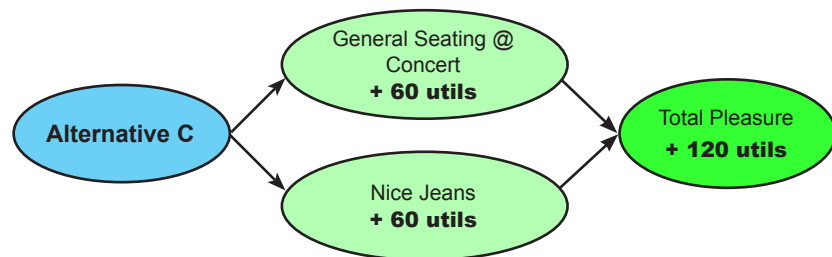
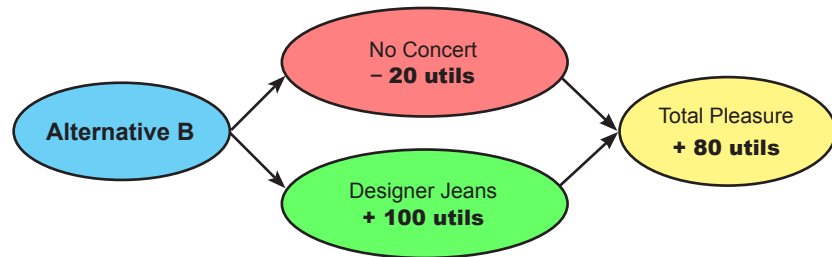
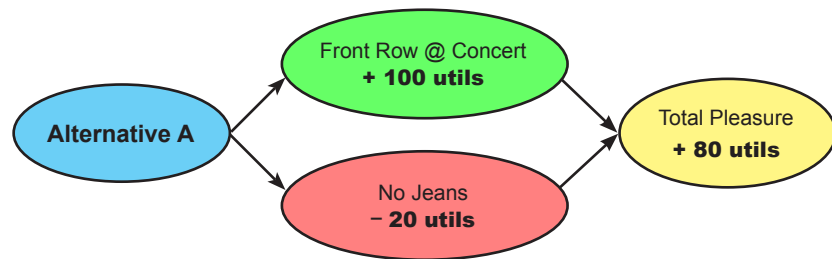
Outcomes

Students will be expected to

15.0 explain how economic decisions require trade-offs and have consequences

Focus for Learning

The following cause and consequence diagrams illustrate the three alternatives that Susan may choose between. Note that the use of negative valued utils illustrate the emotional pain Susan would experience with Alternative A and Alternative B. Further, observe that the disappointment of not achieving either original goal is quantified with lower values, 60 utils instead of 100 utils.



In this particular example, the overall pleasure that Susan receives by satisficing is greater than the pleasure received from either alternative alone, even without calculating the loss of pleasure due to emotional pain.

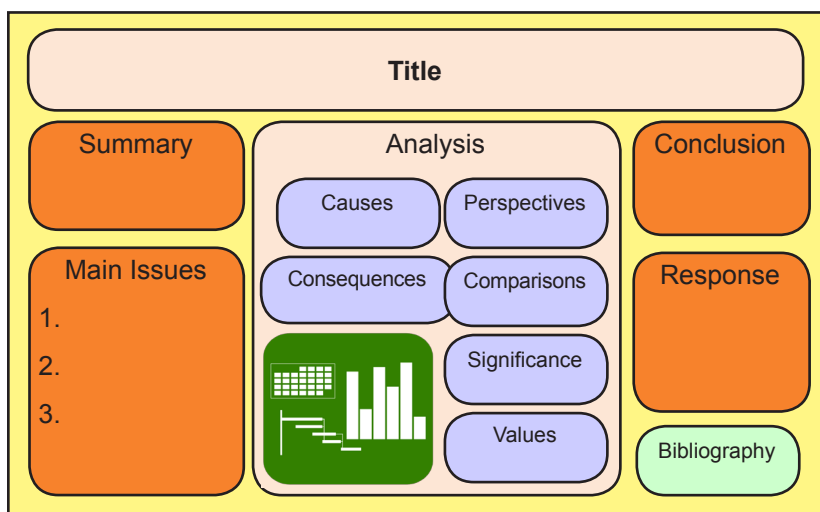
Economic Decision Making

Sample Teaching and Assessment Strategies

Students may

- Research the benefits and challenges of buying a product from a local / Canadian manufacturer versus buying a similar lower-cost product from a foreign manufacturer. Considerations could include
 - product issues: (e.g., quality, cost), and
 - ethical issues (e.g., working conditions, environmental degradation).

Present your research, conclusions, and recommendations in poster format. Be sure to include a graphic organizer that assesses the utility of the consequences identified.



Resources and Notes

Economic Decision Making

Outcomes

Students will be expected to

15.0 *explain how economic decisions require trade-offs and have consequences*

15.6 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- direct consequences
- ethical consumerism
- fair trade
- goal / priority
- indirect consequences
- opportunity cost
- satisfice
- trade-off

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – Do the facts support this assessment?
- *Comparison* – Is there an alternative?
- *Causality* – What are the consequences of this alternative?
- *Significance* – How does this issue / decision compare to other issues / decisions I am facing at the moment?
- *Perspectives* – Is there another way to look at this situation so that it is win-win?
- *Values* – What is the goal? What matters most?

By the completion of this section, students should understand that economic decisions normally reflect values and priorities.

Sample Performance Indicator(s)

- Why do economic decisions usually require trade-offs? Use an example(s) to support your response.
- Marsha works in a low-paying job and has a difficult time meeting her basic needs. Should issues such as buying products made using child labour influence her economic choices?

Economic Decision Making

Sample Teaching and Assessment Strategies

Resources and Notes

Extension

Teachers may

- In small groups ask students to create a public service announcement in either audio, text (print or digital), or video format that encourages economic decision makers to be mindful of the following:

“Despite their high-effort decision-making process, maximizers are less satisfied with their final decision outcomes than satisficers.” (Peng, 2013)

Students may

- Create a poster that explains the Greatest Happiness Principle – actions are right in proportion to which they promote happiness (or decrease pain), and wrong as they promote pain. Be sure to use examples to illustrate your explanation.

Economic Decision Making

Outcomes

Students will be expected to

16.0 explain how competition influences consumers and producers

16.1 identify and classify examples of competition in the marketplace

Focus for Learning

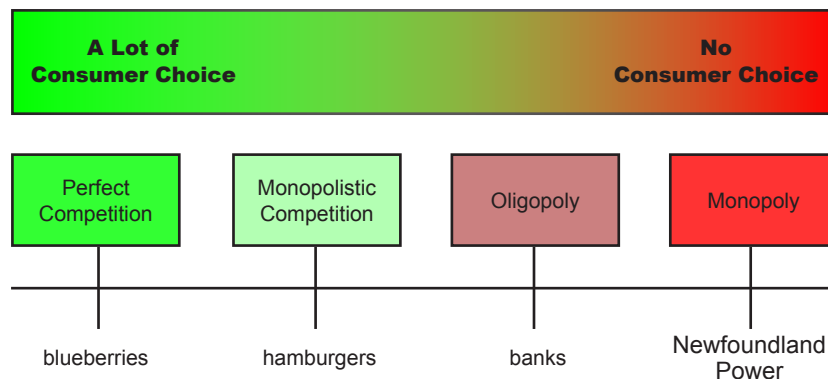
Outcome 16.0 explores the effects of competition in the market place.

In the market place, consumers and producers come together - consumers look for the “best deal” to maximize the use of their money, while producers attempt to sell as much of their good(s) or service(s) as possible.

Students will, from their own experience, already understand there are different degrees of competition in any given market. For example, there are many producers of fast food, but there are fewer producers of electricity.

Through discussion, students should generate examples of producers in various markets and place them along a continuum from most to least consumer choice (or many producers to one producer). Extending from this discussion, the various types of market structures / types should be introduced:

- monopoly (e.g., Newfoundland Power)
- oligopoly (e.g., banks)
- monopolistic competition (e.g., fast food restaurants selling hamburgers)
- perfect competition (e.g., any given type of produce, such as blueberries)



Economic Decision Making

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Have students explore the various business competitors in their community or region.

Business Competition in your Community / Region			
Name of Business	Name of Competitor(s)	Type of Business	How they compete with each other

- Facilitate a class discussion on the ways businesses compete with each other. Examples include:
 - incentives
 - price
 - quality
 - service

Discuss with students

- which of these factors has the most influence on customers, and
- if the relative importance of factors changes based on the nature of the product or service being purchased.

Students may

- Choose a product. With a partner identify the benefits of the product, when compared with similar products. Create an advertisement to promote these benefits.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 172-175

Power and Change: Civics, Economics, and You (TR)

- pp. 155-181

Economic Decision Making

Outcomes

Students will be expected to

16.0 *explain how competition influences consumers and producers*

16.2 explain the factors that influence competitiveness in a given market

16.3 explain the consequences of competition for consumers and producers

Focus for Learning

There are four primary factors that influence competitiveness in a given market:

- the number and size of producers in a market
- similarity of products
- ease to enter or to leave a market place
- control over price

Factors That Influence Competition

Perfect Competition	Monopoly
<ul style="list-style-type: none"> • many producers • small-sized businesses • identical products • no barriers to enter the marketplace • no control over price 	<ul style="list-style-type: none"> • one producer • large-sized businesses • unique products • many barriers to enter the marketplace • total control over price

Some benefits of competition include

- lower prices,
- higher quality goods and services,
- more consumer choice,
- more innovation and efficient use of resources,
- more opportunities for entrepreneurs, and
- more opportunities for economic growth.

Some challenges of competition include

- displaced workers due to innovation / cost saving measures;
- inability of smaller businesses to be as efficient as larger businesses (e.g., Chapters vs local book store);
- less competitive businesses may close, leading to
 - increased unemployment, and
 - less consumer choice; and
- reduced profits.

Students will have achieved the intent of this outcome when they can analyze a scenario and explain how competition influences (i.e., benefits and challenges) both consumers and producers.

Economic Decision Making

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Provide students with a list of various products and services. Ask students to classify these items according to market structure (i.e., type of competition), providing a brief justification for their choice.

Item	Type of Competition	Rationale
<i>Big Mac®</i>	<i>monopolistic</i>	<i>unique burger</i>
<i>VISA®</i>	<i>oligopoly</i>	<i>limited number of credit card companies</i>

Students may

- Think of four examples where you had choice among competitors' products and services. What factors influenced your final decision? Share your examples as part of a small group discussion. After everyone has shared, determine what are the top three factors that appear to influence consumer decisions among teenagers. Report your conclusions to the class. How does your list compare with the conclusions of other groups? What inference(s) can be made?

Economic Decision Making

Outcomes

Students will be expected to

16.0 *explain how competition influences consumers and producers*

16.4 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- competition
- market place
- market structure
- monopolistic competition
- monopoly
- oligopoly
- perfect competition

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – Is the producer behaving ethically? How do we know?
- *Comparison* – Is this a competitive market? Explain. How do these products differ? How substantive are the differences?
- *Causality* – Does competition always lead to improvement?
- *Perspectives* – Who benefits the most from competition: consumers or producers?
- *Significance* – Why is competition important?
- *Values* – Do consumers have a moral obligation to boycott businesses who exploit workers? Explain.

By the completion of this section, students should understand that competition poses benefits and challenges for both consumers and producers.

Sample Performance Indicator(s)

Who benefits the most from competition: consumers or producers? Explain.

Economic Decision Making

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Provide a specific product or industry (e.g., cell phones). Discuss with students the effects of increased competition in this product or industry.

Students may

- Imagine a competing business enters the local marketplace. Explain how nearby consumers and producers would be affected.
- Write a journal entry based on one of the following prompts:
 - In order to live sustainably, we must constantly innovate.
 - It is important to have competition in the marketplace.
 - Monopolies are sometimes necessary.
 - Schools should offer courses to help students become more innovative.
 - There should be more competition in the medical system.

Section Three: Specific Curriculum Outcomes

Unit 7: The Marketplace

Focus

This unit provides students with a thorough introduction to the forces which influence the marketplace. This understanding is essential knowledge as virtually all discussion related to economics assume this understanding as a prerequisite.

Specifically, in this unit students examine

- the forces of demand and supply¹, and
- how the actions of consumers and producers are influenced by elasticity.

The topic of elasticity is of particular importance as it connects economics with the idea of citizenship, power and privilege. For example, students will consider scenarios where they explore the dilemmas faced by one who is economically underprivileged and is impacted by a change in price. Although such dilemmas are faced by a minority of Canadian citizens, that still translates into millions of people. This discussion returns to the ideal of a “just society” raised earlier in the course.

In Social Studies 2201 students will examine the rise of the free market. In Social Studies 3201 students will continue to apply the concepts of demand, supply, and elasticity, focusing particularly on the challenges faced by the majority of people globally.

¹ Sometimes students may refer to “supply and demand.” Students should be encouraged to use the terms in the order of demand and then supply. This ordering helps enforce the notion that the starting point for activity in the marketplace is the demand of consumers; producers work to satisfy this demand.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 17.0 explain how the interaction of demand and supply influence the market
 - 17.2 analyze the actions of consumers and explain when consumers are using the substitution effect and the income effect
 - 17.4 analyze the actions of producers and explain how producers are motivated by profit and seek to maximize their return on investment
 - 17.7 analyze scenarios and explain the effects felt by consumers and producers when price is set (i) above or (ii) below equilibrium
- 18.0 explain how change in demand and change in supply influence the market
 - 18.1 analyze scenarios and explain (using text and simple graphs) how one or more non-price factors can influence demand
 - 18.3 analyze scenarios and explain (using text and simple graphs) how one or more non-price factors can influence supply
- 19.0 explain how elasticity influences the market
 - 19.1 analyze scenarios (e.g., demand and supply graphs) to assess the degree to which the demand or supply of a good or service is elastic
 - 19.2 explain why the demand or supply of a particular product is elastic, unitary, or inelastic
 - 19.3 analyze scenarios involving elasticity of demand and explain the actions of consumers
 - 19.4 analyze scenarios involving elasticity of supply and explain the actions of producers

GCO 5 Needs, Wants, and Choice: Students will be expected to demonstrate an understanding of economic systems and how economic decisions influence quality of life.

Students will be expected to:

- 17.0 explain how the interaction of demand and supply influence the market
 - 17.1 sketch simple demand curves to illustrate the effect of a change in price on the quantity demanded
 - 17.2 analyze the actions of consumers and explain when consumers are using the substitution effect and the income effect
 - 17.3 sketch simple supply curves to illustrate the effect of a change in price on the quantity supplied
 - 17.4 analyze the actions of producers and explain how producers are motivated by profit and seek to maximize their return on investment
 - 17.5 calculate the profit for a given product or service
 - 17.6 analyze scenarios and identify the equilibrium point, noting the optimal selling price and optimal quantity to be supplied
 - 17.7 analyze scenarios and explain the effects felt by consumers and producers when price is set (i) above or (ii) below equilibrium
 - 17.8 understand and correctly use relevant terminology: discretionary income, equilibrium, income effect, law of demand, law of supply, profit, profit maximization, return of investment (ROI), shortage, substitution effect, surplus
- 18.0 explain how change in demand and change in supply influence the market
 - 18.1 analyze scenarios and explain (using text and simple graphs) how one or more non-price factors can influence demand
 - 18.2 illustrate (using text and simple graphs) how a non-price factor can influence demand
 - 18.3 analyze scenarios and explain (using text and simple graphs) how one or more non-price factors can influence supply
 - 18.4 illustrate (using text and simple graphs) how non-price factors influence supply
 - 18.5 analyze scenarios and explain the responsiveness of the market to change in demand and change in supply over time
 - 18.6 understand and correctly use relevant terminology: change in demand, change in supply, consumer behaviour, cost of production, non-price factor(s)

GCO 5 Needs, Wants, and Choice:

Students will be expected to demonstrate an understanding of economic systems and how economic decisions influence quality of life.

Students will be expected to:

- 19.0 explain how elasticity influences the market
 - 19.1 analyze scenarios (e.g., demand and supply graphs) to assess the degree to which the demand or supply of a good or service is elastic
 - 19.2 explain why the demand or supply of a particular product is elastic, unitary, or inelastic
 - 19.3 analyze scenarios involving elasticity of demand and explain the actions of consumers
 - 19.4 explain why the supply of a product is elastic, unitary, or inelastic.
 - 19.5 analyze scenarios involving elasticity of supply and explain the actions of producers
 - 19.6 understand and correctly use relevant terminology: capacity, elastic, elasticity essential, inelastic, non-essential, product longevity, relative cost, substitute unitary

SCO Continuum

Social Studies 9	Social Studies 1201	Social Studies 2201
<p>4.0 explain the concept of human migration and its impact on Canada since 1920</p> <p>5.0 explain economic, political and social change in Canada during the 1920s and 1930s</p> <p>15.0 explain the economic challenges and opportunities that may affect Canada's future</p>	<p>17.0 explain how the market place determines price based on the interaction of demand and supply</p> <p>18.0 explain how change in demand and change in supply influence the market</p> <p>19.0 explain how elasticity affects demand and supply in the market</p>	<p>15.0 explain how economic innovations and ideas can influence the human experience</p> <p>16.0 explain how industrialization can influence economic activity</p> <p>17.0 explain the emergence of socialism and its influence on quality of life</p>

Suggested Unit Plan

It is recommended that 12 hours, approximately 5 weeks, of instructional time be used to work with students to achieve outcomes 17.0, 18.0, and 19.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June



The Marketplace

The Marketplace

Outcomes

Students will be expected to

17.0 explain how the interaction of demand and supply influences the market

17.1 sketch simple demand curves to illustrate the effect of a change in price on the quantity demanded

Focus for Learning

In outcomes 14.0, 15.0 and 16.0 students explored the concept of economic decision making. Outcome 17.0 builds on this understanding and explores how the forces of demand and supply interact in the market place.

This outcome investigates the following foundational economic concepts:

- the law of demand
- the law of supply
- equilibrium
- the consequences of prices above or below equilibrium

Demand represents the quantity of a good or services that consumers are willing and able to purchase at a given price.

It will be useful to illustrate how a demand curve is constructed:

- A survey of buyers indicates the quantities they are willing to purchase at various prices (i.e., demand schedule).
- This data can be plotted on a graph (i.e., demand curve).

Demand Schedule for Widgets	
Price	Quantity Demanded
1	20
2	19
3	18
4	17
5	16
6	15
7	14
8	13
9	12
10	11
11	10
12	9
13	8
14	7
15	6
16	5
17	4
18	3
19	2
20	1

As students examine simple (unitary) demand curves, they should observe that as price increases the quantity demanded decreases, and vice versa (law of demand).

The Marketplace

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce the law of demand by presenting students with simple scenarios that illustrate the law of demand. For each scenario students should summarize the action(s) of consumer(s). Ask students to infer an economic law from their analysis. Possible scenarios include:
 - Brenda planned on purchasing one cookie for lunch. However, the cookies were on sale, so she bought two.
 - Don enjoys going to the movies every Friday night. However, when ticket prices went up, he started going every other Friday night.
 - 50% of Grade 10 students buy an average of one song per week from iTunes at \$0.99 per song. When iTunes raised its price to \$1.99 per song, only 20% of students continued buying songs on a weekly basis.
 - On average, 20% of women living in Ottawa get a manicure every six weeks. However, since the cost of manicures in Ottawa went down, approximately 50% of women now get manicures.
 - Most males who attend their high school prom rent a tuxedo. However, last year when the price of tuxedo rentals doubled, more than 50% of graduating males decided to purchase a suit instead of renting a tuxedo.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp. 176-187

Power and Change: Civics, Economics, and You (Teacher Resource [TR])

- pp. 182-205

Note

The examples used in discussion throughout this unit should relate to students' own experiences or refer to major events that students will recognize. Examples that are unknown / unfamiliar to students should not be used.

Continued

The Marketplace

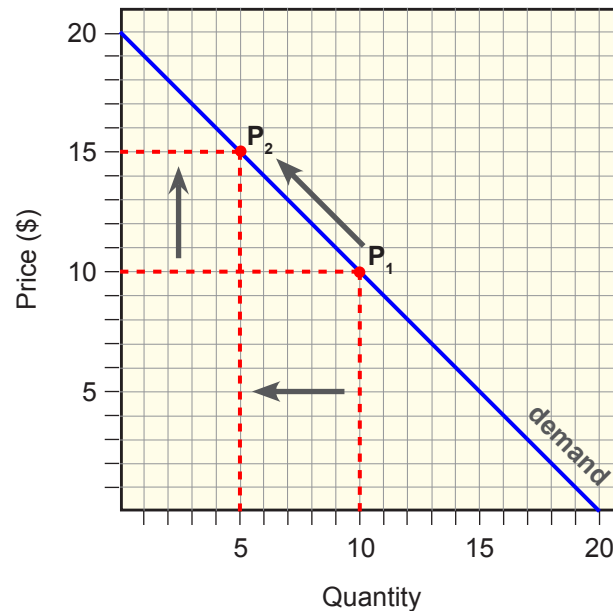
Outcomes

Students will be expected to

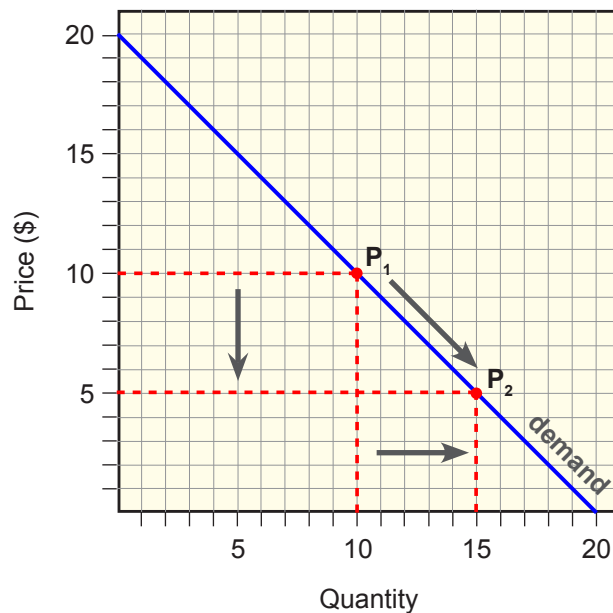
17.0 explain how the interaction of demand and supply influences the market

Focus for Learning

Example 1 – The effect of price increase on quantity demanded.



Example 2 – The effect of price decrease on quantity demanded.



The Marketplace

Sample Teaching and Assessment Strategies

Students may

- With a partner discuss the following scenario and decide how each event might influence Cathy's behaviour as a consumer.

At what point does something cost too much?

Cathy has a part-time job, and earns \$60 per week. On top of that, her parents give her an allowance of \$20 per week. From that money she usually: buys her lunch 3x per week, rents movies from Google Play 2x per week. The rest of the money she saves for buying a car when she graduates. How might Cathy's behaviour as a consumer change if:

- The cost of meals in the cafeteria increases a small amount?*
- The cost of meals in the cafeteria increases a large amount?*
- Google Play doubles the cost of movie rentals?*
- The cost of cars increases?*
- The cost of cars decreases?*

Resources and Notes

Notes

Q: If price is the independent variable, shouldn't it be on the x-axis?

A: In economics price isn't necessarily the independent variable.

- Putting price on the y-axis is a standard convention in economics. It also has a number of intuitive advantages when illustrating some concepts, such as the law of demand.
- Depending on how one chooses to interpret the graph, quantity or price could serve as the dependent variable.
- With causal relationships, the variable on the x-axis causes the variable on the y-axis. However, neither price nor quantity satisfy this condition. Prices do not cause quantities, nor do quantities cause prices. There is a relationship between price and quantity, but it is not due to causation.

The Marketplace

Outcomes

Students will be expected to

17.0 *explain how the interaction of demand and supply influences the market*

17.2 analyze the actions of consumers and explain when consumers are using the substitution effect and the income effect

17.3 sketch simple supply curves to illustrate the effect of a change in price on the quantity supplied

Focus for Learning

It will be important to discuss the reasons for this phenomenon:

- *The substitution effect* – as the price of a good or services increases (or decreases) consumers will choose the lower-priced alternative.
- *The income effect* – if the price of a good or service decreases the amount of money saved can be considered income; with this additional income (i.e., discretionary income) more of the good or service will be purchased.

A range of concrete and simple examples should be used during this discussion (e.g., movie tickets).

Supply represents the quantity of a good or service that producers are willing to provide for purchase at a given price.

It will be useful to illustrate how a supply line is constructed:

- A survey of producers indicates the quantities they are willing to supply at various prices (i.e., supply schedule).
- This data can be plotted on a graph (i.e., supply curve).

Supply Schedule for Widgets	
Price	Quantity Demanded
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20

The Marketplace

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Present a demand graph. Discuss with students how demand changes at various price points. Invite students to speculate what might account for this.
- Introduce the law of supply by presenting students with simple scenarios. For each scenario students should summarize the action(s) of producers(s). Ask students to infer an economic law from their analysis. Possible scenarios include:
 - iPod® sales continue to drop. Apple discontinues production.
 - The popularity and average selling price of cup cakes increases. Ken's Kup Kakes opens a second location.
 - Can-Am Spyders® are a big hit. Can-Am increases production by 50%.
 - Concert tickets sell out in 10 minutes. A second show is added.
 - The price of oil decreases. Oil production at Hibernia is reduced.

Continued

The Marketplace

Outcomes

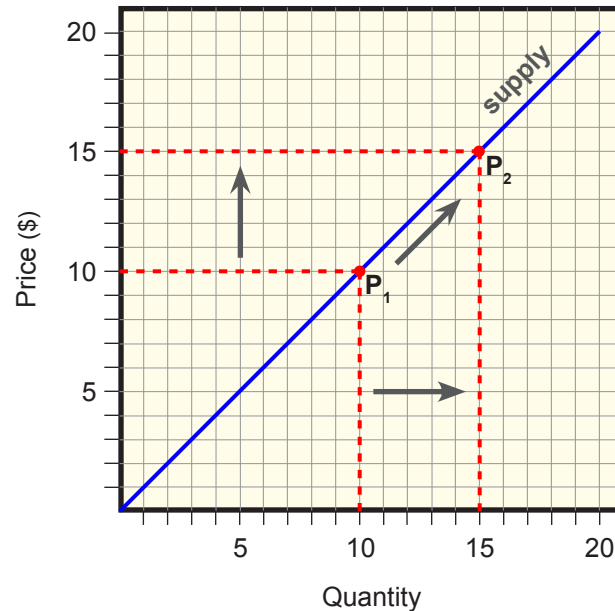
Students will be expected to

17.0 explain how the interaction of demand and supply influences the market

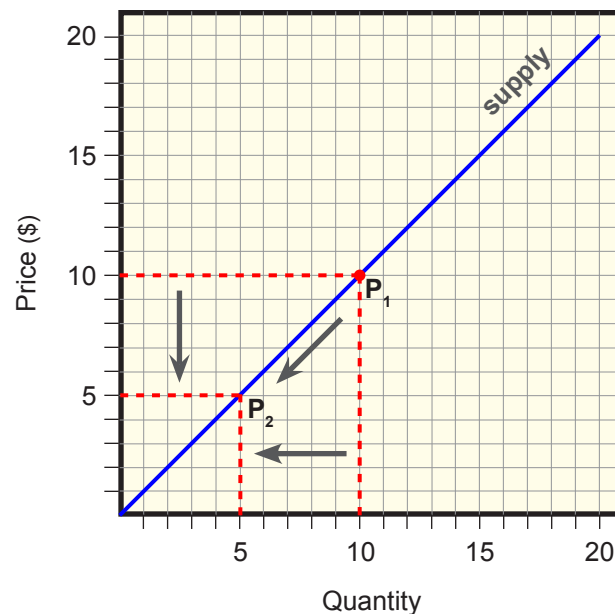
Focus for Learning

As students examine simple (unitary) supply lines they should observe that as price increases, the quantity provided also increases, and vice versa (law of supply).

Example 3 – The effect of price increase on quantity supplied.



Example 4 – The effect of price decrease on quantity supplied.



It will be important to discuss with students the reason for this phenomenon: (all things being equal) producers will provide more of a product or service if they can increase sales and generate more profit and vice versa.

The Marketplace

Sample Teaching and Assessment Strategies**Resources and Notes**

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The Marketplace

Outcomes

Students will be expected to

17.0 explain how the interaction of demand and supply influences the market

17.4 analyze the actions of producers and explain how producers are motivated by profit and seek to maximize their return on investment

17.5 calculate the profit for a given product or service

Focus for Learning

Given that one of the primary aims of a business is to maximize profit, business will invest in the production of goods and services where their return on investment (ROI) is highest. All things being equal, if the ROI for widget “A” is \$1 and the ROI on widget “B” is \$2, a business is likely to invest more of its resources in the production of widget “B”.

Within the Social Studies program, this is students’ first formal introduction to the concept of profit. Therefore, part of this discussion should include examination of what constitutes profit:

$$\frac{\text{selling price} - \text{cost of good or service}}{\text{profit}}$$

Note: Cost of good or service would include materials, production costs, marketing, etc.

Simple examples should be used to illustrate the concept of profit. For example:

- Beth sells cell phone cases.
- Each case costs Beth \$3.00 to produce.

Sale of Cell Phone Cases (in \$)				
Selling Price Per Case	Cost Per Case	Profit (Loss) Per Case	Quantity Supplied	Total Profit
1	3	-2	0	0
2	3	-1	0	0
3	3	0	0	0
4	3	1	0*	0
5	3	2	10	20
6	3	3	20	60
7	3	4	30	120
8	3	5	40	200
9	3	6	50	300
10	3	7	60	420

** Note: At this price point, although she is earning a profit, it is not in Beth’s interest to produce cell phone cases. For example, she would earn more at a part-time job for the same amount of time it would take her to produce cell phone cases for sale.*

The Marketplace

Sample Teaching and Assessment Strategies**Resources and Notes**

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The Marketplace

Outcomes

Students will be expected to

17.0 explain how the interaction of demand and supply influences the market

17.6 analyze scenarios and identify the equilibrium point, noting the optimal selling price and optimal quantity to be supplied

Focus for Learning

Question – All things being equal, how many cases would Beth choose to supply?

Answer – 60 cases, as she will earn the maximum amount of profit

Question – How many cases should Beth supply?

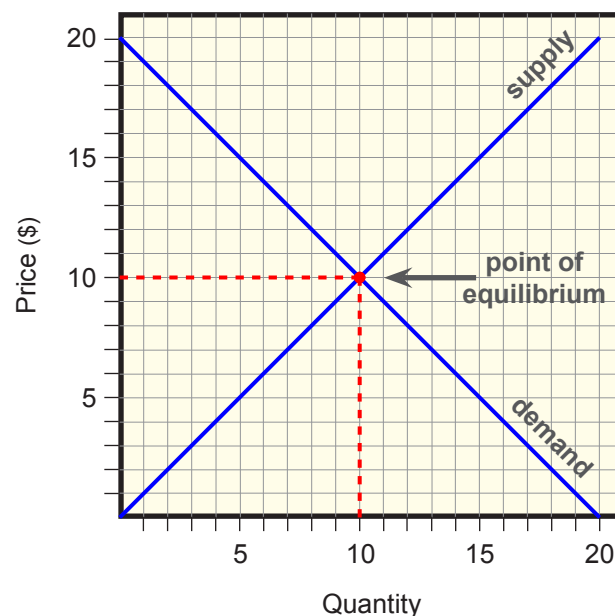
Answer – As many as she can sell.

The second question leads directly to the concept of equilibrium.

Equilibrium refers to the point at which the forces of demand and supply are balanced and the use of resources is maximized and waste is minimized. In other words, when the quantity demanded is equal to the quantity supplied:

- every consumer is able to meet his or her need / want, and
- every producer is able to provide enough of its product / service without any inventory remaining (waste).

Example 5 – The point of equilibrium.



$$\begin{array}{r}
 \text{supplied} \quad 12 \\
 - \text{demanded} \quad 12 \\
 \hline
 0
 \end{array}$$

Further analysis of the concept of equilibrium is needed to help students understand the effects of setting price both above and below the point of equilibrium.

The Marketplace

Sample Teaching and Assessment Strategies

Students may

- Based on your own experience, how do price increases and decreases affect your buying pattern as a consumer?
- What can consumers do when price increases? The Bank of Canada has hired you to create a series of public service announcements that provide consumers with practical examples that illustrate the substitution effect. In a small group produce either five print ads, three radio ads, or one television ad.
- Examine a graph showing equilibrium. What is the effect of each change?
 - What happens to demand if price increases?
 - What happens to demand if price decreases ?
 - What happens to supply if price increases?
 - What happens to supply if price decreases ?
 - What is the consequence of setting prices above or below equilibrium?

Resources and Notes

The Marketplace

Outcomes

Students will be expected to

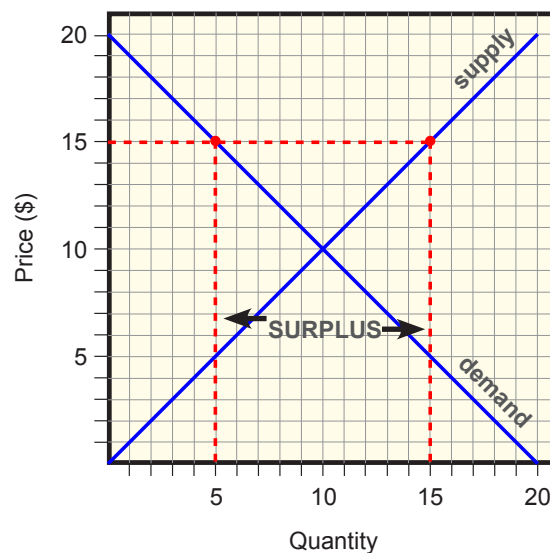
17.0 explain how the interaction of demand and supply influences the market

17.7 analyze scenarios and explain the effects felt by consumers and producers when price is set (i) above or (ii) below equilibrium

Focus for Learning

Setting a price above equilibrium will result in a surplus of goods (i.e., unsold goods). Therefore, resources are wasted which could have been used to meet other needs / wants.

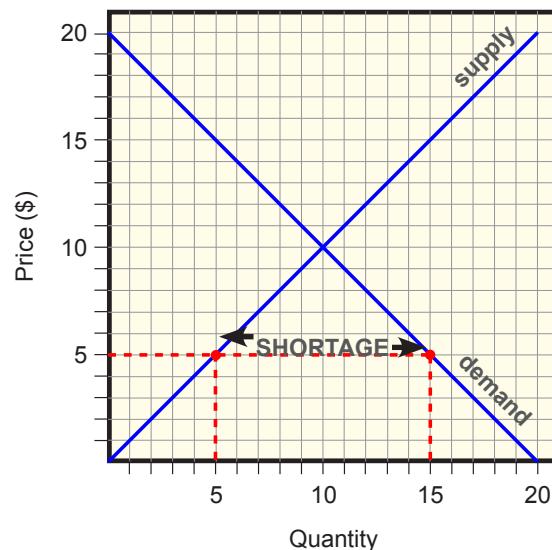
Example 6 – The effect of setting price above the point of equilibrium.



$$\begin{array}{r} \text{supplied} \quad 15 \\ - \text{demanded} \quad 5 \\ \hline +10 \end{array}$$

Setting a selling price below equilibrium will result in a shortage of goods. Therefore, some consumers will not be able to meet their needs / wants.

Example 7 – The effect of setting price below the point of equilibrium.



$$\begin{array}{r} \text{supplied} \quad 5 \\ - \text{demanded} \quad 10 \\ \hline -5 \end{array}$$

The Marketplace

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Provide a sample graph with an equilibrium point. Discuss what happens when price is set above (i.e., surplus) and below (i.e., shortage) the equilibrium point. Ask students to identify the consequences of each effect. Summarize students' findings in a web diagram.
- Discuss the implications of the income effect. Have students debate the following proposition: When prices drop consumers would be better off banking their savings (income) instead of spending it.
- Invite each student to make up a scenario that illustrates either the income effect or the substitution effect. Students can then engage in a quiz-quiz-trade cooperative learning activity.
- Discuss the implications of surplus inventory for producers. Have students debate the following proposition: In general, a producer that has a surplus must lower price. *Note: This activity can be repeated in outcome 19.0 for various products when discussing elasticity. However, it is possible that students raise the concept of elasticity here.*

Students may

- Imagine that there was an economic crisis where the price for all goods and services in your community rose quickly. What effect would this have on citizens? Write a series of newspaper story headlines from the front page of a local newspaper that highlights these effects. Include at least six headlines.
- Examine a graph showing equilibrium. What is the effect of each change? What conclusion can you make from this investigation?
 - What happens to demand if price increases?
 - What happens to demand if price decreases ?
 - What happens to supply if price increases?
 - What happens to supply if price decreases?
- Create a brochure for entrepreneurs which explains the importance of finding the "best" selling price for their good(s) / service(s) to maximize their return on investment (ROI). Use photographs to help illustrate your main ideas.

The Marketplace

Outcomes

Students will be expected to

17.0 explain how the interaction of demand and supply influences the market

17.8 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- discretionary income
- equilibrium
- income effect
- law of demand
- law of supply
- profit
- profit maximization
- return of investment (ROI)
- shortage
- substitution effect
- surplus

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – When do we know if a producer has supplied too much of their product?
- *Comparison* - Why is a surplus bad for both consumers and producers?
- *Causality* – What will happen if price is decreased / increased?
- *Significance* – Why is equilibrium such an important economic concept?
- *Perspectives* – When there is a shortage, who is impacted the most: consumers or producers?
- *Values* – If a producer can sell at a higher price, should they? Why?

By the completion of this outcome students should understand that the interaction of demand and supply helps to establish a fair price for consumers while minimizing waste for producers.

Sample Performance Indicator(s)

- When a product goes on sale, what does it mean for (i) consumers, and (ii) producers?
- Why might a producer choose to increase price? What risk is the producer taking?
- Under what condition will the substitution effect be observed? Why?

The Marketplace

Sample Teaching and Assessment Strategies

Resources and Notes

Extension

Students may

- Research to validate the law of demand. Identify a product that adults purchase (e.g., Tim Hortons® coffee, movie tickets, smart phone data package). As a group, conduct a survey to determine the effects of price change on demand:
 - Will a substantive price increase will cause a decrease in demand?
 - Will a substantive price decrease will cause an increase in demand?

Use graphs to help you present your findings.

- Create a limerick to explain some aspect of the law of supply or the law of demand.
- Create a simple cartoon to explain the substitution effect.

The Marketplace

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>18.0 explain how change in demand and change in supply influence the market</p>	<p>Discussion with students to this point has focused on the relationships between</p> <ul style="list-style-type: none"> - <i>price</i> and the <i>quantity demanded</i>, and - <i>price</i> and the <i>quantity supplied</i>. <p>With this understanding, students now consider how non-price factors influence demand and supply, and how these affect the market place.</p>
<p>18.1 analyze scenarios and explain (using text and simple graphs) how one or more non-price factors can influence demand</p>	<p>While there are a number of non-price factors that influence demand and supply, discussion should be limited to the following points.</p> <p>Demand for a good or service can increase (or decrease) for several reasons:</p> <ul style="list-style-type: none"> - <i>change in consumer behaviour</i> – as a good or service becomes more (or less) popular, consumer demand will change proportionately; for example, as people become more concerned about healthy eating, the demand for unhealthy fast foods will likely decrease - <i>change in income</i> – wages may increase (or decrease), providing consumers with more (or less) money to spend on a good or service; for example, if workers receive a pay increase, they will likely purchase more of a good or service - <i>change in population</i> – an increase (or decrease) in population in a particular area will result in increase (or decrease) in the demand for goods and services; for example, as the population of the Avalon Peninsula increases, it results in greater demand for houses

The Marketplace

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students to anticipate consumer behaviours under the following conditions:
 - People become more health conscious.
 - Many workers get a 10% raise in pay.
 - The main employer in a single-industry town lays off all of its workers.

Record students' ideas for each condition in a web diagram. What can be inferred from this analysis?

Students may

- Explain how the following events might influence your behaviour as a consumer. (Assume all other things do not change; e.g., price does not change):
 - You receive a wage increase.
 - Your employer reduces your employment from 40 hours per week to 20 hours per week.

Discuss your ideas with a partner. Join with another group and share your findings. What inference(s) can you make? Share your findings (i) as a poster using single words and symbols but not phrases or sentences, or (ii) as a short rap.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 188-193

Power and Change: Civics, Economics, and You (TR)

- pp. 182-205

The Marketplace

Outcomes

Students will be expected to

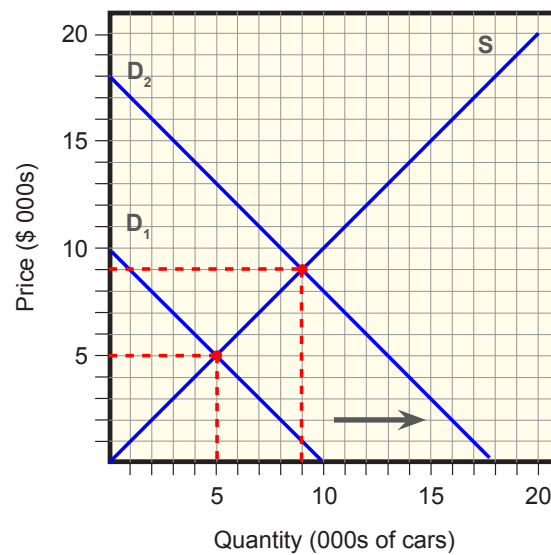
18.0 *explain how change in demand and change in supply influence the market*

18.2 illustrate (using text and simple graphs) how a non-price factor can influence demand

Focus for Learning

Example 1 – The effect of a wage increase on the demand for and supply of cars.

Students should (18.3) .



Effects of a Wage Increase on the Demands and Supply of Cars

- the demand for cars increases (the demand curve shifts to the right from position D₁ to position D₂)
- producers manufacture more cars

*The Marketplace***Sample Teaching and Assessment Strategies****Resources and Notes****Connection**

Teachers may

- Ask students to consider how non-price factors would influence production and supply the marketplace, such as
 - a change in the cost of production,
 - a change the number of producers, and
 - a change in physical environment.

The Marketplace

Outcomes

Students will be expected to

18.0 explain how change in demand and change in supply influence the market

18.3 analyze scenarios and explain (using text and simple graphs) how one or more non-price factors can influence supply

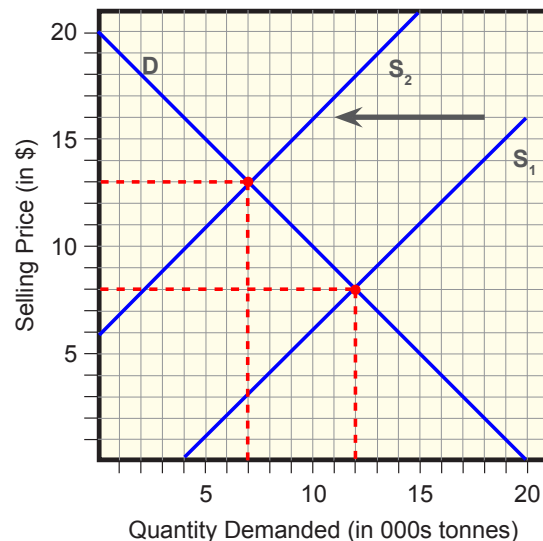
18.4 illustrate (using text and simple graphs) how a non-price factor can influence supply

Focus for Learning

Supply of a good or service can increase (or decrease) for several reasons:

- *change in the cost of production* – when a good or service becomes less expensive to produce, more is normally created for the same investment and vice versa; for example, this happens frequently when improvements in technology result in lower production costs, allowing producers to create more of the good or service for the same investment
- *change in number of producers* – new producers may be attracted to (or dissuaded from) a market with an expectation of earning (or losing) profit, thus increasing (or decreasing) the overall supply of the good or service; for example, during the 2010s the number of producers of speciality cakes increased, attracted by the potential for profit
- *change in the physical environment* – interactions with nature can result in increased (or decreased) resource availability which will impact supply; for example, the decline in the North Atlantic Cod stock (late 1980s to early 2000s) has led to a reduction in the supply of cod and a corresponding increase in price

Example 2 – The effect of a decrease in the supply of cod.



Effects of a Decrease in the Supply of Cod

- the price of cod increases (the supply curve shifts to the left from position S_1 to position S_2)
- the demand for cod decreases

The Marketplace

Sample Teaching and Assessment Strategies

Students may

- Choose a non-price factor influencing demand supply, and a non-price factor influencing supply. Create two graphs to illustrate how each effects the equilibrium point.
- In a small group, brainstorm factors other than price that would affect a producer's ability or willingness to supply (i) less or (ii) more of a particular product or service. After you have generated your ideas, sort them into one of three categories: cost of production, number of producers, physical environment. Of these three categories, which is most likely to occur?
- Choose five different products. Create a cause and consequence diagram that shows how non-price factors could affect demand and supply.

Resources and Notes

The Marketplace

Outcomes

Students will be expected to

18.0 explain how change in demand and change in supply influence the market

18.5 analyze scenarios and explain the responsiveness of the market to change in demand and change in supply over time

18.6 understand and correctly use relevant terminology

Focus for Learning

As students deepen their understanding of change in demand and change in supply, they should examine examples of how a change in one area, such as demand, will have a corresponding effect on supply to further illustrate how the market place is dynamic.

Examples do not need to be more complex than the following case study on the personal computer.

Case Study - The Personal Computer

- The demand for personal computers (PCs) increased after they were introduced in the 1980s.
- In 1982 a PC cost more than \$5000.
- However, by 2017 a (much more powerful) PC would cost less than \$500.
- If an increase in demand leads to higher prices, why has the price of PCs declined over time?
- There are two factors that help to explain the decline in price:
 - more PC producers entered the market place, thus increasing supply, and
 - the cost of production decreased, enabling producers to manufacture more PCs for the same investment

Terminology used with this outcome includes:

- change in demand
- change in supply
- consumer behaviour
- cost of production
- non-price factor(s)

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Causality* – Which non-price factors created this outcome?
- *Perspectives* – How might producers view this change in consumer behaviour?
- *Values* – If the cost of production decreases, should the producer lower their prices?

By the completion of this outcome students should understand that the interaction of demand and supply in the marketplace maximizes the use of resources.

Sample Performance Indicator(s)

Using an example explain how non-price factors influence demand, supply and equilibrium.

The Marketplace

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Provide students with a case study (e.g., “The Personal Computer”). Discuss the following:
 - What non-price factors influence demand? Explain. Sketch a simple graph to show the shift in demand.
 - What non-price factors influence supply? Explain. Sketch a simple graph to show the shift in supply.
- Collect news headlines that illustrate change in demand and change in supply based on non-price factors. Add a note card to the story summarizing what happened and indicating which non-price factor(s) was involved. Add the news items to a classroom collage. Alternately, students could present their findings individually in a small scrapbook or poster.

Students may

- Which non-price factor most influences demand, or supply? Present your position in one of the following formats:
 - argumentative essay
 - informal debate
 - poem
 - rant
 - song (parody)

The Marketplace

Outcomes

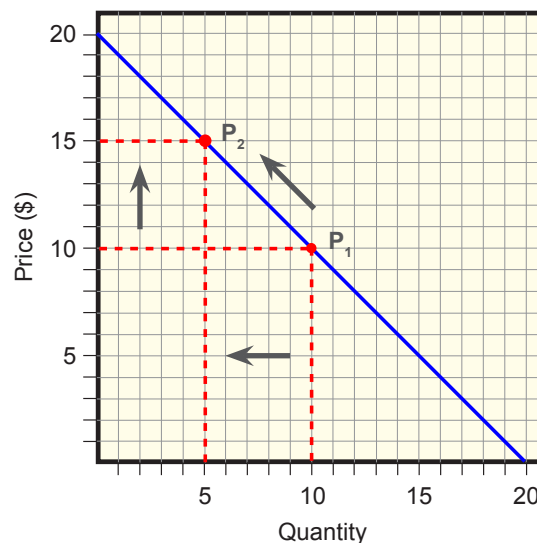
Students will be expected to

19.0 explain how elasticity influences the market

Focus for Learning

In the previous outcome, students explored the relationship between demand and supply. However, in all cases students considered simple examples with unitary relationships: a change in one area (e.g., demand) results in equal change in another area (e.g., supply). Graphically these lines have a slope of either positive or negative one (coefficient of 1).

Example 1 – Unitary Elastic Demand



In this outcome, students broaden their exploration of supply and demand and examine non-unitary relationships as they investigate the concept of elasticity.

19.1 analyze scenarios (e.g., demand and supply graphs) to assess the degree to which the demand or supply of a good or service is elastic, using the descriptive terms elastic, unitary, and inelastic

Elasticity focuses on the degree to which changes in price affect the quantity demanded and / or the quantity supplied. Elasticity is important because it describes the fundamental relationship between price and the demand and supply of goods and services. For example, knowing the elasticity of a good enables sellers to more accurately anticipate buyers' behaviour if price decreases or increases.

Time should be taken for students to develop an understanding of elasticity through data analysis. When provided with a list, they can classify goods and services according to how a change in price would affect the quantity demanded. For example:

If the price of _____ increased, would you purchase:
 a) the same amount,
 b) somewhat less, or
 c) a great deal less?

The Marketplace

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Organize students in pairs. Have each pair brainstorm a list of ten goods and / or services that they might purchase each month. Ask students to determine how their demand for the items would change if the price of the item increased. Students should explain their reasoning. Encourage students to use economic terms / concepts when they explain their reasoning (e.g., need, want, substitute)

If the price of <u>product name</u> doubled, I would purchase ...				
	a lot less.	a little less.	about the same amount.	Why?
<i>bottled water</i>				
<i>gasoline</i>				
<i>Internet access</i>				
<i>pizza</i>				
<i>phone apps</i>				
<i>video games</i>				

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 188-197

Power and Change: Civics, Economics, and You (TR)

- pp. 182-205

Continued

The Marketplace

Outcomes

Students will be expected to

19.0 *explain how elasticity influences the market*

19.2 *explain why the demand of a product is elastic, unitary, or inelastic*

Focus for Learning

As students make their assessment of each item they should provide a rationale for their classification. This will enable students to apply their prior learning and deepen their understanding of some of the factors that influence elasticity, without explicit instruction. Students will likely refer to concepts such as need, want, utility, and substitute.

Three terms can be used to describe the relationship between price and quantity demanded or supplied:

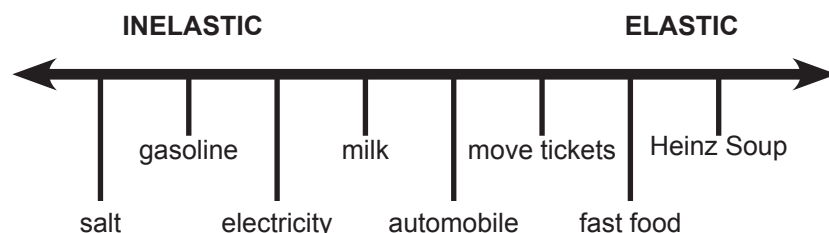
- *elastic* – a given percent change in price causes a larger percent change in demand or supply (e.g., a 5% increase in price results in a 20% decrease in demand)
- *unitary* – a given percent change in price causes an equal percent change in demand or supply (e.g., a 5% increase in price results in a 5% decrease in demand)
- *inelastic* – a given percentage change in price causes a smaller percentage change in demand or supply (e.g., a 5% increase in price results in a 1% decrease in demand)

Note: when illustrating these concepts, it will be important to be consistent when making comparisons between demand and supply. For example, if discussing the effect of price increase on elasticity of demand, be sure to make the same comparison with elasticity of supply (effect of price increase).

Factors affecting elasticity of demand (i.e., demand elasticity) include:

- *essentials vs. non-essentials* – goods and service that satisfy needs tend to be inelastic, while those that satisfy wants are elastic
- *relative cost* – goods or services that take up a very small percentage of household income tend to be inelastic (e.g., chocolate bar), while those that take up a higher percentage tend to be elastic (e.g., vacation travel)
- *substitutes* – goods or services that have easily available alternatives tend to be elastic (e.g., fast food), and vice versa
- *time* – the more time a consumer has available the more likely it is that they will find a substitute, thus increasing elasticity

It may be useful to make comparisons along a continuum to illustrate this idea. For example the following graphic illustrates the relative degree of demand elasticity for basic household goods:



Note: the relative position for some items is debatable. Students may have competing arguments for alternative relative positions.

The Marketplace

Sample Teaching and Assessment Strategies

Students may

- For each of the items listed, determine if there is a substitute. For items where there is no substitute, how would your consumer behaviour change if the price tripled? Analyze your responses. What inferences can you make from this analysis?

Item	Substitute	No Substitute	Response if Price Tripled
cafeteria food			
fast food			
favourite hobby			
gas			
groceries			
haircut			
Internet access			
makeup			
medicine			
movie tickets			
Netflix™			
smart phones			

Resources and Notes

The Marketplace

Outcomes

Students will be expected to

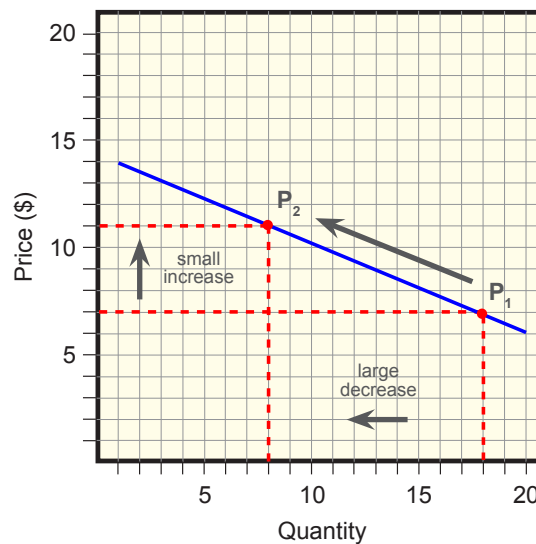
19.0 explain how elasticity influences the market

19.3 analyze scenarios involving elasticity of demand and explain the actions of consumers

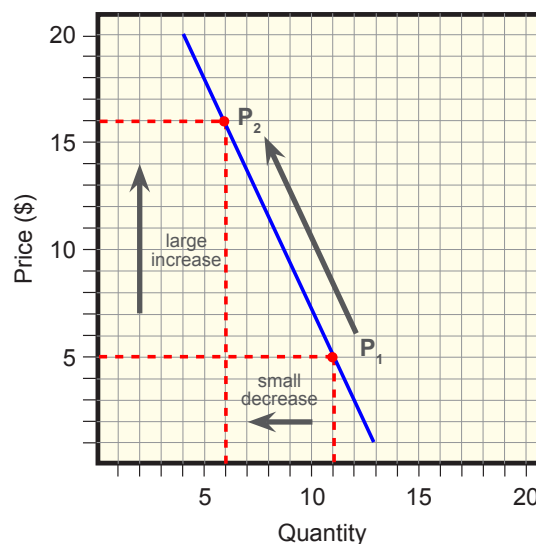
Focus for Learning

It will be helpful to have students generate examples of the concept of demand elasticity to explain the actions of consumers. Students are expected to use both text and simple graphs as part of their explanations.

Example 2 – Elastic demand.



Example 3 – Inelastic demand.



Note: students are not expected to complete any mathematical calculations when assessing elasticity. Interpretation of graphs should be based on visual analysis. Changes in percentages may also be used (i.e., provided to students).

The Marketplace

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Discuss with students the concept of elasticity. Invite students to identify various goods and services to assess. Classify each item as either elastic, unitary, or inelastic, in terms of both demand and supply. Ask students to provide a justification for each classification (e.g., relative cost, product longevity). *Note: It may be helpful to complete this as separate tables. Also, examples of unitary demand and unitary supply may be more challenging to identify.*

	Response	Examples	Why?
Demand	Elastic		
	Unitary		
	Inelastic		
Supply	Elastic		
	Unitary		
	Inelastic		

Continued

The Marketplace

Outcomes

Students will be expected to

19.0 explain how elasticity influences the market

19.4 explain why the supply of a product is elastic, unitary, or inelastic

19.5 analyze scenarios involving elasticity of supply and explain the actions of producers.

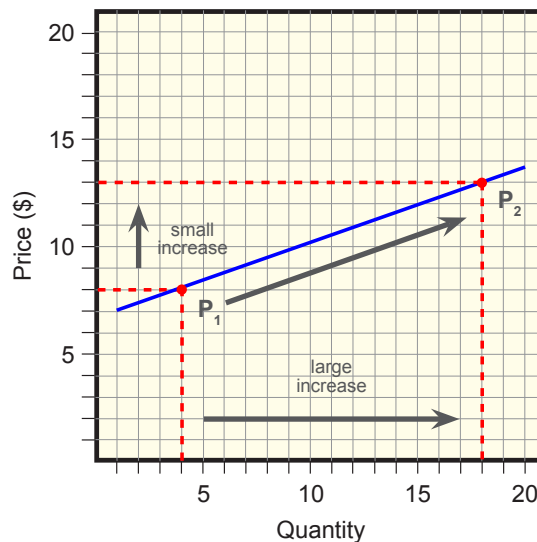
Focus for Learning

Factors affecting the elasticity of supply (i.e., supply elasticity) include:

- *capacity* – does the producer have the means to produce more; for example, could the factory add an extra shift
- *product longevity* – can the product be stored in a warehouse and sold later; for example, unsold canoes could be stored until next summer, but other types of products cannot be stored for very long before spoiling (e.g., milk)
- *time* – how much time does the producer need to increase supply; for example, to increase the production of cultivated Christmas trees would take several years

It will be helpful to have students generate examples of the concept of supply elasticity to explain the actions of producers. Students are expected to use both text and simple graphs as part of their explanations.

Example 4 – Elastic Supply



*The Marketplace***Sample Teaching and Assessment Strategies**

Students may

- Create a research poster that explains each type of (i) demand elasticity and (ii) supply elasticity.
 - provide an example for each
 - sketch the demand / supply curve for the example
 - explain the factor(s) that account for the item's degree of elasticity

Resources and Notes

Continued

The Marketplace

Outcomes

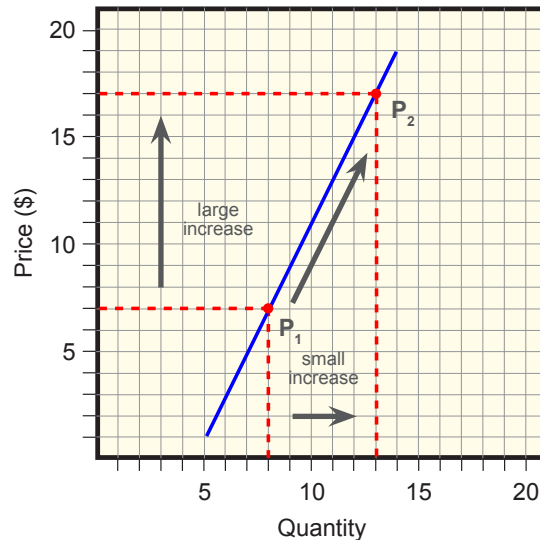
Students will be expected to

19.0 explain how elasticity influences the market

19.6 understand and correctly use relevant terminology

Focus for Learning

Example 5 – Inelastic Supply



Note: students are not expected to complete any mathematical calculations when assessing elasticity. Interpretation of graphs should be based on visual analysis. Changes in percentages may also be used (i.e., provided to students).

Terminology used with this outcome includes:

- capacity
- elastic
- elasticity
- essential
- inelastic
- non-essential
- product longevity
- relative cost
- substitute
- unitary

The Marketplace

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Provide students with the opportunity to reflect on some of the ethical considerations associated with elasticity in the free market.
- In groups, have students create a short video highlighting the benefits and challenges of the marketplace setting the price of non-essential and essential goods and services.
- Organize students into teams and formally debate the following proposition: *The marketplace should not set the price of essential goods and services.*

Students may

- Identify a product that adults purchase on a regular basis (e.g., makeup, pizza). Conduct a survey of ten people to determine the effect of a 50% price increase on demand (e.g., a \$5 pizza slice now costs \$7.50). From your analysis, determine the degree of elasticity.

The Marketplace

Outcomes

Students will be expected to

19.0 *explain how elasticity influences the market*

Focus for Learning

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – What are examples of substitutes for name of product? What must the supplier be able to do in order for name of product to supply elastic?
- *Comparison* – In terms of demand, what inference(s) can you make about products which are elastic vs inelastic. Explain.
- *Causality* – If a producer requires a long time to adapt to increased demand, are they more likely or less likely to survive rapid changes in the marketplace? Explain.
- *Significance* – How might a natural disaster involving inelastic goods affect society?
- *Perspectives* – Why should consumers pay close attention to price increases involving goods and services that are inelastic?
- *Values* – From an economic perspective, why should society be concerned about environmental degradation?

By the completion of this outcome students should understand that in terms of demand

- elastic products are either (i) non-essential or (ii) have available substitutes, and
- inelastic products are either (i) essential or (ii) do not have available substitutes.

Sample Performance Indicator(s)

Using text and simple graphs explain how

- a change in demand of an elastic good will influence the marketplace, and
- a change in supply of an inelastic good will influence the marketplace.

The Marketplace

Sample Teaching and Assessment Strategies**Resources and Notes****Extension**

Students may

- Suggest how a example (e.g., egg producer) might deal with a product surplus.

Section Three: Specific Curriculum Outcomes

Unit 8: Trade

Focus

This unit introduces students to two very important, and foundational, economic concepts: specialization (absolute advantage) and trade.

In addition to being complementary ideas, these concepts have – and continue to be – extremely significant in influencing the human experience. In this course students will consider

- how specialization helps to ensure the most efficient use of resources so that more needs and wants can be met,
- the benefits of global trade, and
- the limitations and challenges associated with (global) trade.

The foundation provided in this unit will be extended throughout the high school social studies program:

- In Social Studies 2201 students will explore the influence of specialization and trade from prehistory to the modern era.
- In Social Studies 3201 students investigate issues related to specialization and trade that are influencing Canada and the global community.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 20.0 explain why specialization leads to greater productivity and promotes trade
- 20.5 analyze scenarios, apply the concept of absolute advantage, and suggest the most efficient courses of action to maximize productivity
- 21.0 explain the benefits and challenges of global trade
 - 21.1 analyze scenarios to identify factors that enable or interfere with trade between nations
 - 21.2 analyze scenarios and suggest actions that would maximize trade between nations
 - 21.3 analyze scenarios and identify the benefits and challenges of trade for given countries
 - 21.4 analyze scenarios and propose responses that would mitigate negative consequences resulting from trade between countries
 - 21.5 analyze scenarios to identify trade deficits / surpluses and explain the possible influences on an economy

GCO 5 Needs, Wants, and Choice: Students will be expected to demonstrate an understanding of economic systems and how economic decisions influence quality of life.

Students will be expected to:

- 20.0 explain why specialization leads to greater productivity and promotes trade
 - 20.1 analyze scenarios and rank the productivity of producers, providing possible explanations that may account for differences in efficiency
 - 20.2 calculate the net advantage (e.g., saving) create by specialization and trade
 - 20.3 state advantages of specialization and trade in terms of opportunity cost
 - 20.4 explain why absolute advantage can lead to trade
 - 20.5 analyze scenarios and recommend the most efficient courses of action to maximize productivity
 - 20.6 understand and correctly use relevant terminology: absolute advantage barter / bartering, production, productivity, specialization, trade
- 21.0 explain the benefits and challenges of global trade
 - 21.1 analyze scenarios to identify factors that enable or interfere with trade between nations
 - 21.2 analyze scenarios and suggest actions that would maximize trade between nations
 - 21.3 analyze scenarios and identify the benefits and challenges of trade for given countries
 - 21.4 analyze scenarios and propose responses that would mitigate negative consequences resulting from trade between countries
 - 21.5 analyze scenarios and explain how trade deficits / surpluses may influence an economy
 - 21.6 understand and correctly use relevant terminology: balance of trade, exports imports, revenue, tariff, trade deficit, trade surplus

SCO Continuum

Social Studies 9	Social Studies 120.1	Social Studies 220.1
15.0 explain the economic challenges and opportunities that may affect Canada's future	20.0 explain why specialization leads to greater productivity and promotes trade 21.0 explain the benefits and challenges of global trade	15.0 explain how economic innovations and ideas can influence the human experience 16.0 explain how industrialization can influence economic activity 17.0 explain the emergence of socialism and its influence on quality of life

Suggested Unit Plan

It is recommended that 10 hours, approximately 3 weeks, of instructional time be used to work with students to achieve outcomes 20.0 and 21.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June



Trade

Trade

Outcomes

Students will be expected to

20.0 explain why specialization leads to greater productivity and promotes trade

20.1 analyze scenarios and rank the productivity of producers, providing possible explanations that may account for differences in efficiency

Focus for Learning

In the previous unit students examined the idea of the market place. However, they did not discuss the role of trade in facilitating market activity – whether through barter or the use of money as a medium of exchange. This unit explores the importance of trade.

In this outcome students examine the relationship between specialization and productivity, and how this encourages trade.

The concept of productivity (i.e., total output per unit of input) should be discussed briefly using numbers to illustrate specific examples. Students can be asked to speculate as to the factors that might account for differences in productivity between producers (e.g., workers). This discussion will help provide a context when introducing absolute advantage later in this outcome.

For example:

Worker / Producer	Units of Output (e.g., widgets) Per Unit of Time (e.g., 1 hour)
Andrew	5
Matthew	10
Sandra	20

Questions to guide discussion:

Question 1 – All things being equal, if you were a businesses owner, which worker would you hire? Why?

Worker / Producer	Units of Output (e.g., widgets) Per Unit of Time (e.g., 1 hour)	Cost Per Unit (assume wages of \$20 / hr)
Andrew	5	\$4.00
Matthew	10	\$2.00
Sandra	20	\$1.00

Answer – Sandra. She produces the highest number of widgets per hour and thus has the lowest cost per unit. Therefore, as a business owner, I can maximize profit.

Trade

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Facilitate a class discussion on the relationship between motivation and productivity. For example:
 - Use a quote or image to help begin the discussion, such as: "Do what you love, and the money will follow." (Marsha Sinetar)
 - Imagine you are an employer. Create a list of abilities / qualities you would look for when hiring new workers.

Students may

- With a partner, identify an area of production, such as a building contractor, clothing producer, food establishment, or furniture maker. List the main responsibilities or tasks required to be successful in the production. Outline the most important qualities / skills needed to complete each responsibility or task successfully. Organize your response in a chart. Next, consider how production would be affected by each of the following:
 - highly skilled workers for all tasks
 - poorly skilled workers for some tasks
 - cannot find skilled workers for particular tasks

Production: _____	
Task	Abilities / Qualities Required for the Task

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp. 200-209

Power and Change: Civics, Economics, and You (Teacher Resource [TR])

- pp. 206-234

Trade

Outcomes

Students will be expected to

20.0 *explain why specialization leads to greater productivity and promotes trade*

20.2 *determine the benefit(s) created by specialization and trade*

Focus for Learning

Question 2 – What might account for the differences between the productivity of these workers?

Answer – *A number of factors can account for differences in productivity, such as:*

- *training* (e.g., Andrew has little or no training)
- *technology* (e.g., Sandra has better equipment)
- *motivation* (e.g., Matthew is a more motivated worker than Andrew)
- *natural ability* (e.g., Sandra has a natural ability to be very productive making widgets.)

The factors discussed here lead directly to the concept of absolute advantage and the idea of trade.

When discussing the concept of absolute advantage, it will be important to use simple examples to which students can easily relate. Examples should progress in complexity so that students can understand that: (i) specialization maximizes efficiency, and (ii) specialization leads to greater output. The following examples are intended to help illustrate this progression, as well as serve as exemplars in terms of complexity.

Example 1 – House Renovations

- Betty and Shauna are friends who each recently purchased an older home.
- Betty is an electrician and Shauna is a plumber.
- Betty has to replace a leaky faucet in her kitchen. Shauna needs to replace a broken light fixture.
- Betty estimates that it will take her five hours to replace the faucet. Likewise, Shauna thinks it will take her just as long to replace the light fixture.
- However, as a skilled electrician, Betty could replace the light fixture at Shauna's house in about one hour. In the same period of time Shauna can replace the faucet in Betty's house.

Question 1 – Who has the absolute advantage in electrical work?

Answer – Betty

Question 2 – Who has the absolute advantage in plumbing?

Answer – Shauna

Question 3 – What should Shauna and Betty do to maximize their productivity?

Answer – exchange services; trade (barter)

*Trade***Sample Teaching and Assessment Strategies****Resources and Notes****Connection**

Teachers may

- Introduce the concept of productivity, using specific examples. Invite students to identify factors that might account for differences in productivity among producers / workers.
- Provide sample data of worker productivity for a particular product. Ask students to rank workers according to productivity. Discuss the questions below.
 - Who has the absolute advantage?
 - What actions could the producer take to increase productivity?
 - If the producer has the lowest productivity in the industry, should they close their doors?
 - If the producer has the highest productivity in the industry, should they worry about increasing worker productivity?

Continued

Trade

Outcomes

Students will be expected to

20.0 *explain why specialization leads to greater productivity and promotes trade*

20.3 state advantages of specialization and trade in terms of opportunity cost

20.4 explain why absolute advantage can lead to trade

Focus for Learning

For most students it will seem obvious that Betty and Shauna should trade their time and switch tasks. However, when discussing the options for Betty and Shauna, it is very important to make explicit the relationship between specialization and productivity. This can be illustrated by comparing the total amount of time required for each option.

Option 1 (work in isolation)		Option 2 (trade)	
Betty replaces faucet	5 hours	Shauna replaces faucet	1 hour
Shauna replaces light fixture	5 hours	Betty replaces light fixture	1 hour
Total Time Required	10 hours	Total Time Required	2 hours

When assessing the benefits of specialization and trade between Betty and Shauna, for example, students might suggest that the additional time (8 hours) created from choosing Option 2 could be used to play golf or complete other household repairs. This could be stated as

- “The opportunity cost of not trading tasks is the lost opportunity to play golf”, or
- “The opportunity cost of not trading tasks is the lost opportunity of 8 hours that could be used to complete other household repairs.”

The most helpful way to develop this concept is through the use of examples.

Example 2 – Cell Phones or Tablets?

- Eastland and Westland can make both make cell phones and tablets. However, they can only produce one good at a time (e.g., per week).
- Eastland can make either 200 cell phones OR 20 tablets per week.
- Westland can make either 100 cell phones OR 50 tablets per week.
- Each country needs both items.

Question – Who has the absolute advantage in the production of cell phones? **Answer** – Eastland

Question – Who has the absolute advantage in the production of tablets? **Answer** – Westland

*Trade***Sample Teaching and Assessment Strategies****Resources and Notes**

Students may

- Productivity is important. When productivity is low, it results in wasted resources. With a partner create a public service announcement that encourages all workers and employers to be as productive as possible. Include two suggestions for workers and two suggestions for employers.
- Explain how focusing on areas of absolute advantage results in greater economic output. Create an example to help with your explanation.
- What are some of the factors that may contribute to one producer having an absolute advantage in industry? Identify at least three factors, and rank order them in order of importance. Explain your reasoning.
- Investigate real world examples where absolute advantage exists. In your research determine the factors that account for the advantage. Share your findings in a brief case study, in either audio, print or video format.

Trade

Outcomes

Students will be expected to

20.0 explain why specialization leads to greater productivity and promotes trade

Focus for Learning

Question – Would Eastland and Westland benefit from focusing in their respective areas of absolute advantage?

In order to determine if they should focus on their respective areas of absolute advantage some calculations are necessary. Assume that each country devotes an equal amount of time to produce cell phones and tablets (e.g., one week each; two weeks total), and calculate the total output:

Total Output in Two Weeks When Working in Isolation		
Country	Week 1 (Cell Phones)	Week 2 (Tablets)
Eastland	200	10
Westland	100	50
Total Output	300	60

To assess if they should specialize on their respective areas of absolute advantage, calculate total output for the same time period (two weeks) based on specialization in their respective area of advantage:

Total Output in Two Weeks With Specialization		
Country	Cell Phones	Tablets
Eastland	400	0
Westland	0	100
Total Output	400	100

By concentrating in their areas of absolute advantage, more of each good is produced in two weeks. We learn that for any given time period, specialization results in greater output.

*Trade***Sample Teaching and Assessment Strategies****Resources and Notes****Consolidation**

Teachers may

- Present the following scenario:
 - A business loses its competitive advantage due to lower production costs in other regions. What can the business owner do in order to regain its advantage?
- Share a case study or news article discussing the challenges a business is facing to stay competitive. Invite students to suggest ways the business can improve its level of productivity.

Students may

- Identify a business that you frequent (e.g., local, online). Assume the role of a consultant hired to help to make a business more productive. Identify and explain three actions the business could take to increase productivity.

Continued

Trade

Outcomes

Students will be expected to

20.0 explain why specialization leads to greater productivity and promotes trade

20.5 analyze scenarios and recommend the most efficient courses of action to maximize productivity

20.6 understand and correctly use relevant terminology

Focus for Learning

Assessment of Total Output Using Specialization VS Working in Isolation		
Approach	Cell Phones	Tablets
Specialize	400	100
Work in Isolation	300	60
Total Output	+ 100	+ 40

However, because these goods are important for each country, they will need to trade. Any surplus goods can be traded with other countries, and thus, create wealth.

Note: the concepts of division of labour and comparative advantage are beyond the scope of this course and will be examined in Social Studies 2201. However, if students raise questions related to these ideas, it would be appropriate to acknowledge that the division of labour and comparative advantage also enable greater productivity and further stimulate trade.

Terminology used with this outcome includes:

- absolute advantage
- barter / bartering
- production
- productivity
- specialization
- trade

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – Who is the most productive? How do you know?
- *Comparison* – Why are some workers more productive than others?
- *Causality* – If a business owner does not invest to improve productivity, what is likely to happen over time?
- *Significance* – In terms of economics, why is improving productivity important?
- *Perspectives* – How might workers view the efforts of management to increase efficiency (e.g., keeping costs down, using minimal resources)?
- *Values* – Are there times when efficiency and productivity are not the most important considerations in business / economics? Explain.

By the completion of this outcome students should understand that specialization helps to maximize the use of resources which, in theory, benefits everyone in the long run.

*Trade***Sample Teaching and Assessment Strategies**

- Reflect on the importance of trade. With a small group develop a mini-documentary that discuss the importance of specialization and trade in helping to maximize the use of resources.
- Identify imported goods that are used in your home. What is their country of origin? Why do we trade for these goods?
- Identify a locally produced and consumed product. Imagine that it was more productive to trade for that product. How would the loss of the local producer influence local consumers? The local producer? The foreign producer? What new opportunities might emerge as a result of this change?
- Imagine you own a general purpose business, that does a little of everything. After examining the productivity of your different departments you discover that you have an absolute advantage in the production of mega-widgets. Based on this knowledge, what do you do? Why?

Resources and Notes

Trade

Outcomes

Students will be expected to

*20.0 explain why specialization
leads to greater productivity
and promotes trade*

Focus for Learning

Sample Performance Indicator(s)

- Imagine you are in charge of business name. Explain two things you could do to increase your business' productivity.
- How does specialization and trade maximize the use of resources? Use an example to illustrate your explanation.

*Trade***Sample Teaching and Assessment Strategies****Resources and Notes****Extension**

Students may

- In addition to maximizing the use of resources, what are the other benefits of trade? Present your ideas in a cause-and-consequence / web diagram.
- Debate one of the following propositions:
 - Trade is good for everyone.
 - We mismanage Earth's resources when we do not specialize and trade.

Trade

Outcomes	Focus for Learning				
<i>Students will be expected to</i>					
21.0 explain the benefits and challenges of global trade	<p>In the previous outcome, students explored the relationship between productivity and specialization. In particular, students observed how specialization increases productivity and encourages trade. This outcome invites students to explore the benefits and challenges of trade.</p>				
21.1 analyze scenarios to identify factors that enable or interfere with trade between countries	<p>Before examining the benefits and challenges associated with trade, time should be taken to explore some of the factors which help make trade possible. It is recommended that these factors be “uncovered” as students investigate various examples of trade (e.g., news stories, hypothetical scenarios). The following factors should be discussed:</p> <ul style="list-style-type: none"> • surplus production beyond what is needed domestically • efficient communications and transportation systems • positive / mutually beneficial relations between trading partners • an absence of barriers to trade, such tariffs, war, or civil unrest 				
21.2 analyze scenarios and suggest actions that would maximize trade between countries	<p>It will be useful to use simple scenarios with students in order to identify examples of areas of improvement (e.g., investing in transportation infrastructure, lowering or eliminating tariffs).</p>				
21.3 analyze scenarios and identify the benefits and challenges of trade for given countries	<p>Over time, trade between nations has increased because it provides important benefits. During this discussion it should be clarified that trade is not inherently “good” or “bad”. Society can work to maximize benefits and to mitigate negative effects. This discussion provides students with the opportunity to extend and deepen their understanding of the importance of civic engagement (see SCO 9.0) as a means to social justice.</p> <p>The following table presents some of the benefits and challenges of global trade. Time should be provided for students to investigate some of these effects in detail.</p> <table> <tr> <th data-bbox="568 1480 860 1522">Benefits</th><th data-bbox="876 1480 1364 1522">Challenges</th></tr> <tr> <td data-bbox="568 1522 860 1711"> <ul style="list-style-type: none"> • higher quality • lower prices • more choice • more efficiency • more innovation </td><td data-bbox="876 1522 1364 1879"> <ul style="list-style-type: none"> • loss of cultural diversity • loss of jobs • may become dependant on a few economic activities (less economic diversification) • changing trade agreements may cause problems for producers • unequal distribution of benefits / profits (e.g., some people continue to live below poverty line) </td></tr> </table>	Benefits	Challenges	<ul style="list-style-type: none"> • higher quality • lower prices • more choice • more efficiency • more innovation 	<ul style="list-style-type: none"> • loss of cultural diversity • loss of jobs • may become dependant on a few economic activities (less economic diversification) • changing trade agreements may cause problems for producers • unequal distribution of benefits / profits (e.g., some people continue to live below poverty line)
Benefits	Challenges				
<ul style="list-style-type: none"> • higher quality • lower prices • more choice • more efficiency • more innovation 	<ul style="list-style-type: none"> • loss of cultural diversity • loss of jobs • may become dependant on a few economic activities (less economic diversification) • changing trade agreements may cause problems for producers • unequal distribution of benefits / profits (e.g., some people continue to live below poverty line) 				

Trade

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Lead a class discussion exploring the factors necessary for trade to occur between countries.
- Create a RAN chart for the advantages and challenges associated with trade. For example, organize students using a cooperative learning strategy (e.g., a think-pair-share). Ask students to develop a list of the advantages and challenges of trading with other countries. Have all groups report back as part of a whole class discussion. As the outcome progresses, refer to the RAN chart and note confirmations, misunderstandings, new learnings and further questions.

Topic:		
What I Think I Know	Confirmed? ✓ or ✗	Misconception(s)
New Learnings		
New Questions		

Students may

- Brainstorm lists of imported items you use every day.
 - How much do you rely on items made from other countries?
 - How would life be different if these items were inaccessible?

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (SR)

- pp. 210-219

Power and Change: Civics, Economics, and You (TR)

- pp. 206-234

Trade

Outcomes

Students will be expected to

21.0 explain the benefits and challenges of global trade

21.4 analyze scenarios and propose responses that would mitigate negative consequences resulting from trade between countries for differences in efficiency

21.5 analyze scenarios and explains how trade deficits / surpluses may influence an economy

Focus for Learning

It will be important to provide students with sufficient time to engage in an authentic problem solving experience to resolve an issue identified in a case study that highlights a negative effect resulting from trade (e.g., displaced workers).

When trade occurs it can create deficits and / or surpluses that will affect a country's overall economy. Generally, nations prefer balanced or surplus trade, but this does not guarantee economic growth.

If you have ongoing trade deficits you have an outflow of money from your country which leaves less money to invest in your economy to stimulate economic activity.

If you have ongoing trade surpluses the value of your currency may increase to the point when you lose your competitive advantage.

Time should be taken to discuss the importance of a balance of trade using data in both table and graph / chart form.

Northland - Balance of Trade (\$ billions)			
Year	Exports	Imports	Deficit / Surplus
1950	1.5	2.0	- 0.5
1960	2.0	3.0	- 1.0
1970	2.5	3.5	- 1.0
1980	4.0	4.0	0
1990	5.0	3.5	+ 1.5
2000	5.0	4.0	+ 1.0
2010	6.0	5.0	+ 1.0

Trade

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Investigate what Canada (or Newfoundland and Labrador) imports to meet its needs and wants. Discuss how the lives of Canadians would change if these imports were no longer available.

Example: Canada's Top 10 Imports in 2016 (in \$US)
Source: www.worldstopexports.com
 1. Vehicles: \$67.6 billion (16.8% of total imports)
 2. Machinery including computers: \$61.8 billion (15.3%)
 3. Electrical machinery, equipment: \$39.6 billion (9.8%)
 4. Mineral fuels including oil: \$25.3 billion (6.3%)
 5. Plastics, plastic articles: \$14.7 billion (3.7%)
 6. Optical, technical, medical apparatus: \$11.9 billion (3%)
 7. Pharmaceuticals: \$11.4 billion (2.8%)
 8. Gems, precious metals: \$10.5 billion (2.6%)
 9. Furniture, bedding, lighting, signs, prefab buildings: \$8.8 billion (2.2%)
 10. Articles of iron or steel: \$8.4 billion (2.1%)
- Investigate what Canada (or Newfoundland and Labrador) exports. Which are the most important exports in terms of economic value? Employment? What inferences can be made from this analysis? What can Canada (or Newfoundland and Labrador) do to improve trade?

Example: Canada's Top 10 Exports in 2016 (in \$US)

Source: www.worldstopexports.com

1. Vehicles : \$64.3 billion (16.5% of total exports)
2. Mineral fuels including oil: \$62.3 billion (16%)
3. Machinery including computers: \$30 billion (7.7%)
4. Gems, precious metals: \$18.7 billion (4.8%)
5. Wood: \$13.2 billion (3.4%)
6. Electrical machinery, equipment: \$12.6 billion (3.2%)
7. Plastics, plastic articles: \$12.1 billion (3.1%)
8. Aircraft, spacecraft: \$10.3 billion (2.6%)
9. Pharmaceuticals: \$8.4 billion (2.2%)
10. Aluminum: \$8.1 billion (2.1%)

Continued

Trade

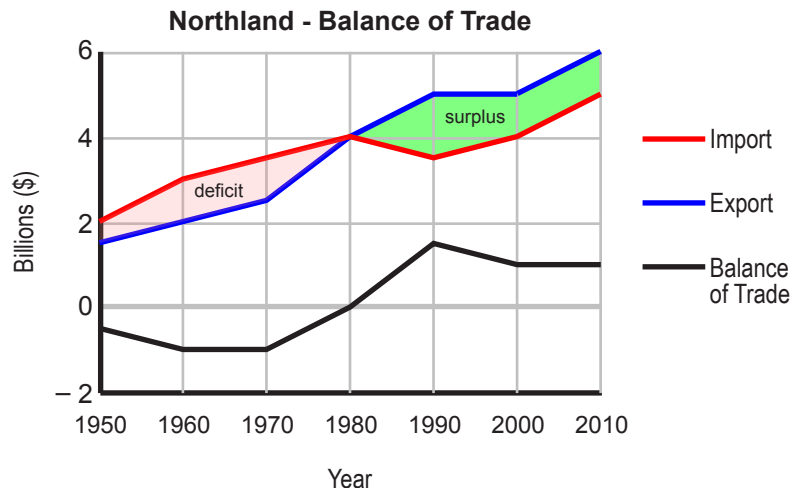
Outcomes

Students will be expected to

21.0 explain the benefits and challenges of global trade

21.6 understand and correctly use relevant terminology

Focus for Learning



Terminology used with this outcome includes:

- balance of trade
- exports
- imports
- revenue
- tariff
- trade deficit
- trade surplus

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – Are both partners in this trade relationship benefiting equally? How do we know if a business is treating its workers fairly?
- *Comparison* – Who benefits more in this trade relationship?
- *Causality* – Why do we trade in name item instead of producing it locally?
- *Significance* – If MDE (more developed economies) enjoy greater benefits from global trade than LDE (less developed economies), what will happen in the long run?
- *Perspectives* – Why would a worker take a low paying / unsafe job? Why do people purchase from businesses that behave unethically?
- *Values* – If we want more fairness in trade relationships what do citizens need to do?

By the completion of this outcome students should understand that global trade does not always benefit everyone equally.

Sample Performance Indicator(s)

- How would your life be different without global trade?
- How would life in Newfoundland and Labrador change if Canada stopped engaging in global trade?

Trade

Sample Teaching and Assessment Strategies

Resources and Notes

Students may

- Choose a good that Canada (or Newfoundland and Labrador) exports. What would be the benefits and challenges of increasing production in this area. How could the challenges be addressed?
- Research Canada's top 5 trading partners. Present your findings as an infographic. Topics may include:
 - Who are they?
 - What do we trade?
 - What are the benefits and challenges of these partnerships?
- Identify opportunities for local businesses to engage in international trade. Share your ideas with your local Chamber of Commerce / Board of Trade.

Consolidation

Teachers may

- As a class, create a mini-documentary that discusses the benefits and challenges of global trade. A variety of themes can be used as focal points, such as
 - environmental issues
 - ethical issues
 - lower prices
 - more innovation
 - quality of life
 - significance for the economy
- Invite students to critique the following claim(s):
 - If we innovate more we can trade less.
 - Under globalization the rich benefit the most.

Students may

- Examine Newfoundland and Labrador's balance of trade. What might be done to help ensure that the province always has a trade surplus? Be sure to consider the role of non-renewable resources. Host an "economic development and global trade forum." Present your ideas to your invited guests, such as local Chamber of Commerce / Board of Trade, Member of the House of Assembly and Member of Parliament. Alternatively, publish and distribute your findings to the same audience. *Note: "Publishing" can be as simple as having each student complete a one-page summary of their ideas and collate as a PDF.*
- Debate one of the following propositions:
 - Globalization is only bad for those who refuse change.
 - While globalization has benefits, the benefits are unequally distributed.
- Research and create a list of important "soft skills" and "emerging opportunities" that are sustainable. Brainstorm how this information can be used by citizens of the province to compete successfully in the global economy.

Section Three: Specific Curriculum Outcomes

Unit 9: Government and the Economy

Focus

This course concludes with a discussion of the role of government in serving the public, and the challenges it faces in promoting stability within the Canadian¹ economy.

The ideas examined in this unit are foundational to many of the outcomes which follow in Social Studies 2201 and Social Studies 3201.

There are three areas of focus in this unit. Students will

- consider the challenges and complexity faced by all levels of government in providing services for the common good;
- examine the role of monetary policy and fiscal policy in promoting economic stability and achieving full employment; and
- be introduced to the idea of measures of well-being, and the limitations of GDP.

These topics are rich in local / specific examples with which students can engage. This will deepen both their understanding of the role of government in the economy, but also deepen their understanding of the economy as a whole. Additionally, the examples discussed in this unit are rich and provide provocative and highly engaging opportunities for students to think critically about role of government in promoting social justice.

The topic of government and the economy is of particular important as it connects economics with the idea of citizenship, power and privilege.

¹ Although the discussion on outcome 23.0 focuses on the actions of the three levels of government in Canada, the same challenges are faced by most countries that have a mixed-market economy.

Outcomes Framework

GCO 1 Civic Engagement: Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 22.0 explain how government provides services for the common good
 - 22.2 identify illegal activities and explain how they influence the economy
 - 22.4 when presented with a scenario, identify basic economic and social issues, and discuss the challenges and opportunities these present for a particular level of government
 - 22.5 propose a budgetary response, and rationale, to address an economic or social issue
- 23.0 explain how government actions can promote economic growth and stability
 - 23.1 when presented with a scenario related to economic disparity
 - assess the situation
 - generate several possible government interventions that can help to mitigate the condition
 - identify a preferred intervention, noting both the strengths and limitations of the response
 - 23.4 explain the relationship between economic expansion / contraction and how this can affect an individual's quality of life
 - 23.5 explain the limitation of GDP as a measure of well-being and the benefits of using alternative measures
 - 23.6 explain how government actions can affect the economy and help limit excessive economic expansion or contraction using both fiscal policy and monetary policy
 - 23.7 respond to issues of excessive economic growth or decline
 - identify the issue(s)
 - clarify the concern
 - propose a fiscal response to mitigate the issue
 - propose a monetary response to mitigate the issue
 - discuss the consequences of these interventions

GCO 5 Needs, Wants, and Choice: Students will be expected to demonstrate an understanding of economic systems and how economic decisions influence quality of life.

Students will be expected to:

- 22.0 explain how government provides services for the common good
 - 22.1 analyze areas of government expenditure and revenue to determine relative significance
 - 22.2 identify illegal activities and explain how they influence the economy
 - 22.3 explain why governments incur debt, and the implications of excessive debt for citizens
 - 22.4 when presented with a scenario, identify basic economic and social issues, and discuss the challenges and opportunities these present for a particular level of government
 - 22.5 propose a budgetary response, and rationale, to address an economic or social issue
 - 22.6 understand and correctly use relevant terminology: budget, expenditure, revenue, taxation, underground economy, public sector, private sector

GCO 5 Needs, Wants, and Choice:

Students will be expected to demonstrate an understanding of economic systems and how economic decisions influence quality of life.

Students will be expected to:

- 23.0 explain how government actions can promote economic growth and stability
- 23.1 analyze scenarios related to economic disparity, then:
 - generate several possible government interventions that can help to mitigate the condition
 - identify a preferred intervention
 - explain the strengths and limitations of the response
- 23.2 explain how economic expansion and economic contraction are measured
- 23.3 explain factors that lead to economic expansion and factors that lead to economic contraction
- 23.4 explain the relationship between economic expansion / contraction and how this can affect an individual's quality of life
- 23.5 explain the limitation of GDP as a measure of well-being and the benefits of using alternative measures
- 23.6 explain how government actions can affect the economy and help limit excessive economic expansion or contraction using both fiscal policy and monetary policy
- 23.7 respond to issues of excessive economic growth or decline
 - identify the issue(s)
 - clarify the concern
 - propose a fiscal response to mitigate the issue
 - propose a monetary response to mitigate the issue
 - discuss the consequences of these interventions
- 23.8 understand and correctly use relevant terminology: business cycle, central bank, economic contraction, economic disparity, economic expansion, fiscal policy, gross domestic product (GDP), human development index (HDI), inflation, interest rate, monetary policy, standard of living, stimulus, well-being

SCO Continuum

Social Studies 9	Social Studies 1201	Social Studies 2201
15.0 explain the economic challenges and opportunities that may affect Canada's future	22.0 explain how government provides services for the common good 23.0 explain how government actions can promote economic growth and stability	15.0 explain how economic innovations and ideas can influence the human experience 17.0 explain the emergence of socialism and its influence on quality of life

Suggested Unit Plan

It is recommended that 10 hours, approximately 3 weeks, of instructional time be used to work with students to achieve outcomes 22.0 and 23.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June



Government and the Economy

Government and the Economy

Outcomes

Students will be expected to

22.0 explain how government provides services for the common good

22.1 analyze areas of government expenditure and revenue (as percentage of total income) to determine relative significance.

22.2 identify illegal activities and explain how they influence the economy

Focus for Learning

In Outcome 8.0, students were introduced to the role of government. This outcome invites students to build on this understanding as they examine the roles of federal, provincial, municipal, and Indigenous governments in providing services to citizens.

Under the Canadian system of government, various levels of government are assigned responsibility to provide services for the common good.

The following table highlights some areas of responsibility, where more obvious expenditures are required. Based on their knowledge, ask students to identify some of the costs associated with areas of government responsibility (e.g., defence → soldiers wages, uniforms, guns; transportation → build roads, maintain roads, snow clearing equipment). As well, discussion should help to clarify the nature of overlap between certain areas of responsibility (e.g., transportation → federal highways, provincial highways, municipal roadways).

Examples of Levels of Government and Respective Responsibilities		
Federal	Provincial / Territorial / Indigenous	Municipal
border control and customs	education	waste management
defence	health	ambulance and fire services
justice	justice	recreation
transportation	transportation	roads and public lighting
veterans' affairs	wildlife management	water supply

The capacity of each level of government to meet its responsibilities is a function of the economic well-being of the respective jurisdiction. The primary means through which governments acquire the money needed to meet their responsibilities is through taxation (e.g., income tax, property tax, sales tax, user fees, royalties).

The effect of hidden economic activity (e.g., black market) on revenue should form part of this conversation, noting both the cost to government (in terms of lost taxation revenue) and society as a whole (less money to provide for the common good).

Government and the Economy

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide students with index cards that contain characteristics, and / or examples, of the public sector and private sector (e.g., McDonald's™, fire station, 'everyone', 'the few', profit, service, CBC, Toronto Maple Leafs, community playground). Ask students to organize the cards into two groups, and make an inference of the main difference(s) between the two groups. Introduce the idea of public sector.

Students may

- With a partner, try to identify the services provided by each level of government. Estimate how much each service costs. Then research to verify your responses. How accurate were you? What surprised you the most?

Level of Government	Service Provided	Cost of Service
Municipal	1.	1.
	2.	2.
	3.	3.
Provincial / Territorial / Indigenous	1.	1.
	2.	2.
	3.	3.
Federal	1.	1.
	2.	2.
	3.	3.

Resources and Notes

Authorized

Power and Change: Civics, Economics, and You (Student Resource [SR])

- pp. 220-225
- pp. 231-238

Power and Change: Civics, Economics, and You (Teacher Resource [TR])

- pp. 235-260
- pp. 261-262

Government and the Economy

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>22.0 explain how government provides services for the common good</p>	
<p>22.3 explain why governments incur debt, and the implications of excessive debt for citizens</p>	<p>When comparing total revenue and total expenditures, the issue of public debt should be discussed. Borrowing sources, debt service costs and related economic / political implications should be included in this discussion.</p>
<p>22.4 when presented with a scenario, identify basic economic and social issues, and discuss the challenges and opportunities these present for a particular level of government</p>	<p>Typically, during an election each political party will set out its economic agenda. Additionally, many elected governments annually engage in pre-budget consultations with the public to help identify spending priorities. During this process, individuals and stakeholders sometimes make presentations outlining concerns and to advocate for budgetary responses. For example, a municipal government may present a case to the provincial government for an increase in municipal operating grants, or a seniors' advocacy group may petition for a lower tax rate for those aged 65 and above.</p>
<p>22.5 propose a budgetary response, and rationale, to address an economic or social issue and defend their choices.</p>	<p>It is expected that students identify their ideological stance (i.e., left - central - right) as previously examined in outcome 9.0 as part of their rationale.</p> <p>The issues that students will explore in this outcome underscore the challenges of political decision making, and help to connect economic concepts with the political concepts discussed previously in this course. This provides an excellent opportunity to integrate a debate as a classroom activity.</p>
<p>22.6 understand and correctly use relevant terminology</p>	<p>Terminology used with this outcome includes:</p> <ul style="list-style-type: none"> • budget • expenditure • revenue • taxation • underground economy • private sector • public sector

Government and the Economy

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Using specific data, lead a discussion about the revenues and expenditures of various levels of government. Pose questions such as:
 - What are major areas of expenditure for level of government?
 - What are major sources of revenue for level of government?
 - How might underfunding in these areas affect quality of life?
 - What should level of government do if revenue is less than what is needed or expected?
 - What should level of government do if revenue is more than what is needed or expected?
- Invite students to debate the following propositions:
 - Public debt should be eliminated.
 - Government should never borrow money.

Students may

- With a partner discuss the following question: In which area(s) do you feel level of government should spend more money? Why?
- Identify who might participate in the underground economy. Explain the consequences of this choice. Present your ideas in a web diagram.

Government and the Economy

Outcomes

Students will be expected to

22.0 *explain how government provides services for the common good*

Focus for Learning

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – How can we know if government is making the best possible decisions for the common good? What indicators could be used?
- *Comparison* – Are some areas of government responsibility more important than others? Why?
- *Causality* – What might happen if government reduced spending in area? What might happen if government reduced taxes?
- *Significance* – How might an increase in spending in area affect society?
- *Perspectives* – How should government prioritize the needs of citizens?
- *Values* – What can we infer about government priorities based on spending?

By the completion of this outcome students should understand that government decisions have opportunity costs.

Sample Performance Indicator(s)

Explain how political ideology influences government spending.

Government and the Economy

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Provide students with a case study or news article on an economic or social issue faced by a level of government. Brainstorm with students possible ways of addressing the issue. Possible case studies include
 - loss of a primary employer in a rural area, or
 - access to healthcare services.

Students may

- Create an advertisement for a real or fictitious political party / candidate for an upcoming election outlining the party's spending priorities. Be sure to consider the government's areas of responsibility.

Extension

Students may

- Research the platform of a political party used in the last federal election. What were that party's spending priorities? Do you support this platform? Why? What changes would you make?
- Write a letter to a politician outlining your concerns on a specific economic or social issue.

Government and the Economy

Outcomes

Students will be expected to

23.0 explain how government actions can promote economic growth and stability

23.1 analyze scenarios related to economic disparity, then:

- generate several possible government interventions that can help to mitigate the condition,
- identify a preferred intervention,
- explain the strengths and limitations of the response (i.e., from the perspectives of the targeted group and government)

23.2 explain how economic expansion and economic contraction are measured.

Focus for Learning

This outcome invites students to explore how government can address two important economic issues: (i) economic disparity, and (ii) naturally occurring changes in the economy (i.e., the business cycle).

There exists significant income disparity among Canadians. For example:

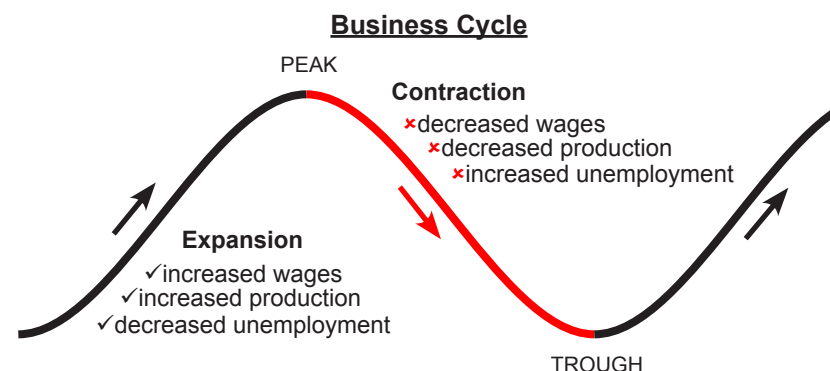
- Those in their 20s and 30s who are beginning their careers will have relatively low income; they find it difficult to make major purchases, such as buying a home.
- Those with low-paying jobs may live at, or even below, the poverty line; they find it difficult meeting basic needs.
- Some regions of the country may have relatively less economic activity which may limit revenue for provincial and municipal governments; they will find it difficult to balance their budgets.

Government can intervene in the economy to help alleviate economic inequality. For example, government can

- establish programs (e.g., CMHC loan guarantees for first time homeowners),
- regulate (e.g., set minimum wage levels to help lift people out of poverty), or
- redistribute tax revenues (e.g., provincial equalization payments).

It will be important for students to deepen their understanding of the dynamics of market by investigating the business cycle and how it affects the economy as a whole.

Economic expansion (or contraction) is measured based on changes in gross domestic product (GDP). While some students may be aware that GDP can be measured using either income or expenditure, it is appropriate to limit discussion to one approach (e.g., income). While students do not need to examine this concept in depth, they will need to be comfortable with what GDP represents – the net value of all final transactions.



Government and the Economy

Sample Teaching and Assessment Strategies**Activation**

Teachers may

- Provide students with examples of economic disparity (local, provincial, national) through the use of specific data. Ask students to speculate as to (i) the causes of disparity, and (ii) the consequences for the economically disadvantaged.

Resources and Notes**Authorized**

Power and Change: Civics, Economics, and You (SR)

- pp. 226-230
- pp. 239-245

Power and Change: Civics, Economics, and You (TR)

- pp. 235-260
- pp. 261-262

Continued

Government and the Economy

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>23.0 <i>explain how government actions can promote economic growth and stability</i></p>	
<p>23.3 explain factors that lead to economic expansion and factors that lead to economic contraction</p>	<p>Economic expansion can occur when</p> <ul style="list-style-type: none"> • borrowing costs (interest rates) decrease, • taxation is reduced, • wages increase, or • the rate of inflation is low. <p>Economic contraction can occur when</p> <ul style="list-style-type: none"> • borrowing costs (interest rates) increase, • taxation is increased, • wages are frozen or rolled back, or • the rate of inflation is high.
<p>23.4 explain how economic expansion / contraction can influence an individual's quality of life</p>	<p>It will be important to illustrate the consequence of these concepts using simple scenarios. For example, students might analyze the following situation:</p> <p>A young couple has just purchased a new home, new car, and have a three-year old in daycare. One partner gets laid off, while the other has just agreed to a two-year wage freeze. What challenges will this family need to address? What are their alternatives? What would you advise?</p>
<p>23.5 explain the limitation of GDP as a measure of well-being and the benefits of using alternative measures</p>	<p>Gross domestic product (GDP) is often used as a measure of individual well-being. However, there are a number of other factors which influence well-being that are not captured with GDP. Time should be taken to examine an alternative measurement of standard of living / well-being, such as the Human Development Index (HDI).</p>

Government and the Economy

Sample Teaching and Assessment Strategies**Resources and Notes**

Students may

- Find a news story which features a community / region that has experienced economic difficulty(ies). With a partner discuss:
 - What were the causes of the economic difficulty(ies)?
 - How did this affect the community / region?
 - What could government do to improve the situation?

Government and the Economy

Outcomes

Students will be expected to

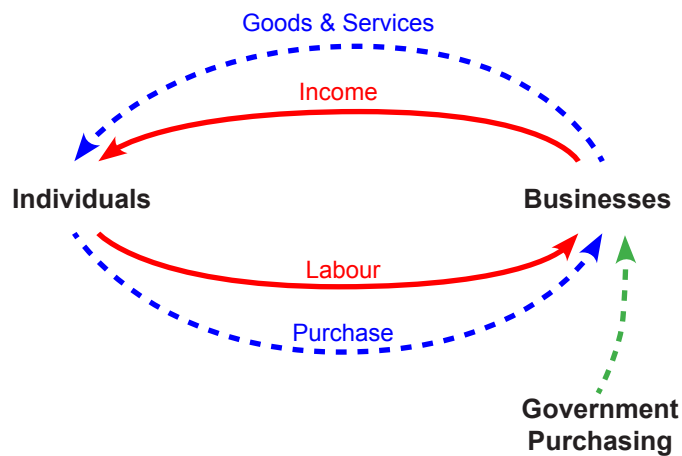
23.0 *explain how government actions can promote economic growth and stability*

23.6 explain how government actions can affect the economy and help limit excessive economic expansion or contraction using both fiscal policy and monetary policy

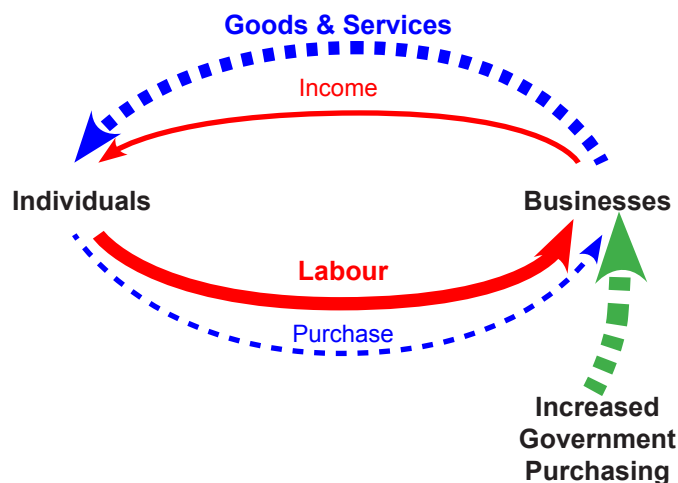
Focus for Learning

Generally, it is desirable for all stakeholders (i.e., consumers, workers, producers, and government) to avoid wide fluctuations in economic activity in favour of sustained, moderate growth. Such conditions create economic and social stability. Government actions can affect the economy and help limit excessive economic expansion or contraction using fiscal policy and monetary policy.

Flow of Money



Flow of Money - With Increased Government Purchasing



Government and the Economy

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Using a real-life example, illustrate expansion and contraction during a business cycle. If possible, highlight the actions of government to provide stability. An excellent example is Canada during the 1920s (expansion), and 1930s (contraction and expansion).
- Play a game with students:
 - Introduce the concepts of fiscal policy and monetary policy.
 - Provide students with simple scenarios of either excessive economic expansion or excessive economic contraction.
 - Ask students to suggest "... how government could promote economic stability using fiscal or monetary policy."
- Use a graphic organizer (e.g., T-chart, Venn diagram) to compare between fiscal policy and monetary policy. Discuss with students
 - who controls the policy,
 - the purpose of each policy, and
 - how the policy works.

Continued

Government and the Economy

Outcomes

Students will be expected to

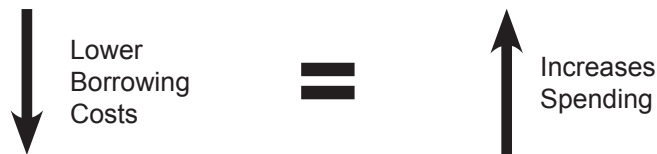
23.0 *explain how government actions can promote economic growth and stability*

Focus for Learning

Fiscal policy is the action of government, through budgetary measures, to increase or decrease spending, and significantly influence the economy. An example of this would be government spending to act as a stimulus.

Monetary policy is concerned with the amount of money in circulation in the economy. This is largely the domain of central banks (i.e., Bank of Canada) and not of government directly. While there are several means to affect the amount of money in circulation in the economy discussion here should be limited to the effects of interest rate changes:

- Low interest rates encourage borrowing (and discourage savings) and thus spending.



EXAMPLE 1 – MORTGAGE INTEREST RATES DECREASE (\$250 000 over 25 years)

Monthly Budget at 6% Interest		Monthly Budget at 2% Interest (4% decrease)	
Income	\$5 000.00	Income	\$5 000.00
Mortgage	1 599.52	Mortgage	1 058.63
Other	2 000.00	Other	2 000.00
Remaining	\$1 400.48	Remaining	\$1 941.37

Difference = \$540.89 increase in available funds

This family now has more discretionary income to spend each month.

Government and the Economy

Sample Teaching and Assessment Strategies

Students may

- Create a visual to explain the business cycle. Use the least number of words possible.
- Write a news story on the effects of economic expansion or contraction for an imaginary (or real) community / region.

Resources and Notes

Government and the Economy

Outcomes

Students will be expected to

23.0 explain how government actions can promote economic growth and stability

- 23.7** respond to issues of excessive economic growth or decline
- identify the issue(s)
 - clarify the concern
 - propose a fiscal response to mitigate the issue
 - propose a monetary response to mitigate the issue
 - discuss the consequences of these interventions

Focus for Learning

- High interest rates discourage borrowing (and encourage savings) and thus spending.



EXAMPLE 2 – MORTGAGE INTEREST RATES INCREASE (\$250 000 over 25 years)

Monthly Budget at 6% Interest		Monthly Budget at 10% Interest (4% increase)	
Income	\$5 000.00	Income	\$5 000.00
Mortgage	1 599.52	Mortgage	2 236.22
Other	2 000.00	Other	2 000.00
Remaining	\$2 400.48	Remaining	\$1 763.78

Difference = \$636.70 decrease in available funds
This family now has less discretionary income to spend each month.

This culminating delineation draws together concepts from both the civics and economics portions of this course. Students could work in small groups and complete this as a simple research project that integrates all of the outcomes from Unit 1.

A useful example is economic decline and unemployment.

Government and the Economy

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Teachers may

- Discuss the effects that interest rates can have on consumer behaviour. Record students' ideas using a web diagram.
- Facilitate a class discussion on the connection between fiscal/monetary policy decisions and the stages of the business cycle, with the goal of identifying courses of action to mitigate negative results.

Continued

Government and the Economy

Outcomes

Students will be expected to

23.0 explain how government actions can promote economic growth and stability

23.8 understand and correctly use relevant terminology

Focus for Learning

Terminology used with this outcome includes:

- business cycle
- central bank
- economic contraction
- economic disparity
- economic expansion
- fiscal policy
- gross domestic product (GDP)
- human development index (HDI)
- inflation
- interest rate
- monetary policy
- standard of living
- stimulus
- well-being

Examples of how the forms of analysis (see outcome 2.0) may be integrated in this outcome include:

- *Evidence* – Why is GDP of limited value when exploring well-being?
- *Comparison* – Which type of response, fiscal or monetary, would best help to address name issue?
- *Causality* – What triggers economic contraction?
- *Significance* – Who suffers the most during periods of economic contraction? Why?
- *Perspectives* – If citizens live below the poverty line, what are their biggest challenges?
- *Values* – Why should government work to keep people out of poverty?

By the completion of this outcome students should understand that government has a responsibility to promote positive, sustainable economic growth to benefit all citizens.

Sample Performance Indicator(s)

The Canadian economy is booming. However, so is inflation. Many people with lower paying jobs are finding it hard to purchase the things they need. What action(s) could government take to lower the cost of living? Explain how the consequences of this action(s) would benefit those with lower incomes.

Government and the Economy

Sample Teaching and Assessment Strategies**Resources and Notes**

Students may

- Create a photo essay that explores the relationship between economic activity and individual wellbeing. Caption each photo with a one-sentence explanation of the causal relationship.
- Write a journal entry using one of the following prompts:
 - The single most important role of government in the economy is to ...
 - In Canada we can eliminate poverty by ...
 - GDP is helpful, but limited because ...

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