CURRICULUM CONNECTIONS

Shaded text indicates that the Prescribed Learning Outcomes (PLOs) will not be assessed on the Civic Studies 11 Provincial Examination. It is expected that these PLOs will be assessed in the classroom. In addition, the intent of some PLOs have been clarified for the purpose of preparing examination items. These clarifications appear in bold-faced type under the Achievement Indicators column opposite the appropriate PLO.

STUDENT ACHIEVEMENT • *Achievement Indicators*

A SKILLS AND PROCESSES OF CIVIC STUDIES

The following prescribed learning outcomes are intended to provide a framework to be used throughout the curriculum to support the attitudes, skills, and knowledge essential for informed, deliberative, active citizenship. These learning outcomes should not be taught in isolation, but rather should be integrated with activities related to the other three curriculum organizers.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
It is expected that students will:	*The following set of indicators may be used to access student achievement for each corresponding prescribed learning outcome.* *Students who have fully met the prescribed learning outcome are able to:*
A1 • apply critical thinking skills—including questioning, comparing, summarizing, drawing conclusions, and defending—to a range of issues, situations, and topics	❏ describe skills of critical analysis (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position) ❏ develop pertinent questions to define a topic, issue, or situation ❏ compare a range of points of view on an issue ❏ draw conclusions about an issue, situation, or topic ❏ justify a position on an issue, situation or topic

A2 • demonstrate effective research skills, including
  – accessing information
  – assessing information
  – collecting data
  – evaluating data
  – organizing information
  – presenting information
	❏ access a range of information sources on selected topics, including sources
	  – from a range of media types (e.g., print news, broadcast news, online)
	  – from a range of media producers, including mainstream, alternative, and special interest groups
	  – representing a range of perspectives
	  – that qualify as primary (e.g., original documents, interviews, surveys) and secondary (e.g., textbooks, articles, reports, summaries)
	  – that deal specifically with civic-related issues (e.g., an MP/MLA, government website, government archives accessed via freedom of information requests)
	  – covering an appropriate time frame
	❏ explain the importance of accessing and considering a range of information sources
	❏ assess the accuracy, reliability, and relevance of collected information by
	  – determining examples of bias and points of view in information
	  – checking references to determine the professional affiliations of the producer/author
	  – identifying the data collection methods (e.g., poll, census, interview, survey

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
	– investigating funding sources/affiliations of the information – determining currency of information – assessing consistency with information obtained from other sources on the same topic ❏ collect and organize primary data (e.g., designing and conducting a survey, designing and conducting an interview, conducting a key word incidence analysis) ❏ synthesize and evaluate collected data ❏ organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps) ❏ present and interpret data in a variety of forms appropriate for the purpose (e.g., written, oral, graphic)
A3 • demonstrate effective written, oral, and graphic communication skills	❏ select a presentation form (e.g., written, oral, graphic) appropriate for the communication purpose ❏ demonstrate an ability to communicate ideas, opinions, and argument effectively: – orally – written – graphically
A4 • demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindness, respect for diversity, and collaboration	❏ identify attributes associated with active citizenship, including – ethical behaviour (e.g., honesty, fairness, reliability) – open-mindness – respect for diversity – empathy – questioning and promoting discussion – tolerance for ambiguity – collective responsibility – remaining informed over time – advocating responsibly for own and other's rights – reconciling conflicting rights and responsibilities (e.g., individual vs. group) – ongoing examination and reassessment of own beliefs – willingness to participate ❏ demonstrate skills of collaboration and co-operation, including the ability to – collaborate and consult with others – respect and promote respect for the contributions of other team members ❏ explain the value of attributes associated with active citizenship ❏ apply attributes of active citizens in specific contexts

B INFORMED CITIZENSHIP

The following prescribed learning outcomes outline the knowledge base required for students to be able to engage in informed civic deliberation and action. These learning outcomes should not be taught in isolation, but rather should be integrated with activities related to the other three curriculum organizers.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
It is expected that students will:	*The following set of indicators may be used to access student achievement for each corresponding prescribed learning outcome.* *Students who have fully met the prescribed learning outcome are able to:*
B1 • demonstrate a knowledge of factors that help define Canadian civic identity including – roles of individuals in society – governance – rights and responsibilities – culture, language, heritage and community – environment and geography – international relations	❏ analyse Canadian civic identity with reference to defining events from the 20th and 21st centuries related to the following defining factors: – roles of individuals in society (e.g., Norman Bethune, Frank A. Calder, Craig Kielburger, Nellie McClung, Roy Miki, Rosa Parks, **Mahatma Gandhi, Nelson Mandela, Martin Luther King**) – governance (e.g., elections, formation/dissolution of political parties, repatriation of the Constitution) – rights and responsibilities (e.g., Charter of Rights and Freedoms, Japanese internment, head tax, Anti-Potlatch legislation) – culture, language, and community (e.g., residential schools, Meech Lake Accord, Bilingualism and Biculturalism Commission, *Multiculturalism Act*, the social safety net) – environment and geography (e.g., Kyoto Protocol, softwood lumber disputes, fisheries disputes) – international relationships (e.g., global conflicts, peacekeeping, economic relations, foreign aid, human rights) ❏ select a civic topic or situation (local, provincial, national, or international) and describe it in terms of its roots and contexts in one or more defining issues
B2 • identify historical roots of the Canadian political and legal systems, including – British parliamentary system – political philosophies and parties – British common law – *le droit civil* (French civil code) – *British North America Act*	❏ relate aspects of the Canadian political and legal systems to historical antecedents and influences, including – British parliamentary system – political philosophies and parties – British common law – *le droit civil* (French civil code) – *British North America Act*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
B3 • describe the division of powers in Canada among federal, provincial, territorial, First Nations, and municipal governments	❏ describe and explain the main government powers in Canada: – federal – provincial – territorial – First Nations – municipal ❏ describe the structure and roles of the executive, legislative, and judicial branches of Canadian federal, provincial, and territorial governments ❏ give examples of other governmental entities in Canada (e.g., regional districts, regional health boards, school districts) ❏ compare the division of powers in Canada with those of at least one other democratic nation **(e.g., U.S.A.)**
B4 • describe Canada's electoral systems and processes	❏ describe the electoral system used federally and in British Columbia ❏ describe the electoral processes used federally and in British Columbia (dissolution, enumeration, nomination, campaigning, balloting, and tabulation) ❏ give examples of other electoral systems used in Canada (e.g., municipal, territorial, First Nations) ❏ compare Canada's electoral systems and processes with those of at least one other democratic nation **(e.g., U.S.A.)**
B5 • describe the key features of prominent 20th and 21st century political and economic ideologies, including – communism – conservatism – fascism – liberalism – socialism	❏ define *communism, conservatism, fascism, liberalism,* and *socialism* ❏ define selected political ideologies in terms of the political spectrum (left, centre, right, libertarian, authoritarian) ❏ give examples of Canadian federal, provincial and municipal political parties in terms of the political spectrum and political and economic ideologies
B6 • describe the Canadian legal system including – legal processes – the enforcement and administration of laws	❏ differentiate and give examples of civil law and criminal law ❏ identify the various legal processes involved in resolving disputes (e.g., litigation, hearings before tribunal, arbitration, mediation, negotiation) ❏ describe the roles of various agencies responsible for the enforcement and administration of law in Canada, including – police – courts – tribunals, boards, and panels

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
B7 • describe the legal rights and responsibilities of individuals, groups, and organizations in Canadian Society, including those related to – citizenship – language – culture	❏ define *rights, responsibilities, freedoms,* and *privileges* ❏ identify responsibilities of Canadian citizenship (e.g., voting in elections, helping others, caring for and protecting heritage, caring for and protecting environment, respecting rights and freedoms of others) ❏ list and describe the key roles of individual citizens in the legal process, including – jury duty – giving testimony – reporting crimes – obeying the law ❏ compare rights, responsibilities, freedoms, and privileges of individuals and groups in Canada (e.g., citizens, landed immigrants, refugees; language-based rights, religion-based rights)
B8 • compare human rights provisions within Canada and internationally with respect to – *Canadian Charter of Rights and Freedoms* – BC *Human Rights Code* – *UN Universal Declaration of Human Rights*	❏ give examples of specific and universal human rights ❏ describe the human rights provisions of the following: – *Canadian Charter of Rights and Freedoms* – BC *Human Rights Code* – UN *Universal Declaration of Human Rights* – school-based codes of conduct
B9 • describe organizations that govern relations among nations, including those dealing with – peace and security – trade and economics – international justice – social and environmental issues	❏ describe the role of key international bodies to which Canada belongs or recognizes, specifically those dealing with – peace and security (e.g., NATO) – trade and economics (e.g., World Trade Organization) – international justice (e.g., International Criminal Court) – social and environmental issues (e.g., United Nations) ❏ identify Canadian federal government departments and agencies responsible for international relations (e.g., Department of Foreign Affairs, Canadian International Development Agency, Citizenship and Immigration Canada)

C CIVIC DELIBERATION

The following prescribed learning outcomes outline the analytical processes required for students to informed, active citizens. These learning outcomes should not be taught in isolation, but rather should be integrated with activities related to the other three curriculum organizers.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
It is expected that students will:	*The following set of indicators may be used to access student achievement for each corresponding prescribed learning outcome.* *Students who have fully met the prescribed learning outcome are able to:*
C1 • assess the application of fundamental principles of democracy (including equality, freedom, selection of decision makers, rule of law, and balancing the common good with the rights of individuals) with respect to selected 20th and 21st century cases in Canada	❏ give examples of the application of following principles of democracy in Canada in the 20th and 21st century: – equality – freedom (e.g., of expression, thought, movement, religion) – selection of decision makers (e.g., elected vs. appointed judges, senate, crown corporation executives) – rule of law – balancing the common good with the rights of individuals ❏ relate the principles of democracy to selected events in Canada in the 20th and 21st centuries (e.g., the Persons Case, the Komagata Maru, *Indian Act, Bill 101*)
C2 • evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as – power and influence – circumstances – methods of decision making and action – public opinion	❏ describe power relationships among individuals, governments, and various types of institutions in society by providing reasoned, coherent, and substantiated responses to questions such as the following, posed in relation to specific cases: – How much power and influence does a government have in this situation? – How much power do individuals have in influencing this decision? – What institutions (e.g., families, economic sectors, ethnocultural communities, corporations, unions, special interest groups) have power and influence in this situation? – How do individuals, governments, and institutions enact their influence in this situation? – Who has the greatest power and influence in this issue? Who has the least? – What are the circumstances (e.g., existing laws, concurrent domestic or international events, public attitudes, technological developments) that affect the power dynamics in this situation? ❏ describe the circumstances and methods that have enabled particular individuals (e.g., Norman Bethune, Frank A. Calder, Craig Kielburger, Nellie McClung, Roy Miki, Rosa Parks, **Mahatma Gandhi, Nelson Mandela, Martin Luther King**) to effect positive change in institutions or governments ❏ using specific case examples, critique the ways in which decisions are made in selected public institutions (e.g., courts, councils, Parliament, United Nations) ❏ analyse the influences of non-governmental organizations on public policy, with reference to specific examples of the following: – unions – corporations – special interest groups – media

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
C3 • assess the role of beliefs and values in civic decision making	❑ conduct a self-assessment of their own beliefs and values, and give examples of how these might affect their position and decisions on a range of issues ❑ examine beliefs and values underlying selected civic decisions and explain how these beliefs and values guide decision making ❑ assess the extent to with the personal values and actions of civic leaders affect their ability to lead ❑ assess the extent to which the actions of political parties reflect particular beliefs and values, citing specific examples ❑ describe the challenges of reconciling diverse value systems within a democratic society

C4 • analyse origins and key provisions of the Canadian social safety net and their impact on Canadian society, including
  – employment insurance
  – health insurance
  – CPP/OAP
  – social assistance
  – family allowance/child tax benefit
  – workers' compensation
	❑ describe the basic provisions of and rationale for
	  – employment insurance
	  – health insurance
	  – CPP/OAP
	  – social assistance
	  – family allowance/child tax benefit
	  – workers' compensation
	
	❑ explain origin of provisions in the social safety net with reference to key historical events (e.g., Regina Manifesto, Bennett's New Deal 1935, Alberta Social Credit money policy, post WWII social programs, Saskatchewan *Medicare Act* 1944, the *Canada Health Act*)
	
	❑ select and defend a position on one or more Canadian social policy or program

C5 • analyse the domestic and international effects of Canada's record with respect to issues and events in one or more of the following categories:
  – environment
  – trade
  – foreign aid
  – peace and security
  – human rights
	❑ select and defend a position on Canada's policy and actions with respect to a selected domestic or international issue or event that falls into one or more of the following categories:
	  – environment
	  – trade
	  – foreign aid
	  – peace and security
	  – human rights
	
	❑ identify and compare the domestic and international effects/results of selected Canadian policies or actions
	
	❑ compare Canada's position on a selected international issue or event with that of at least one other country

C6 • create a statement of what it means to be a "Canadian citizen"	❑ create a statement of what it means to be a "Canadian citizen," and relate it to defining issues and to Canadian historical and contemporary events ❑ defend their statement of what it means to be a "Canadian citizen"

D CIVIC ACTION

The following prescribed learning outcomes identify the knowledge, skills, and attitudes required for students to be active citizens. These learning outcomes should not be taught in isolation, but rather should be integrated with activities related to the other three curriculum organizers.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
It is expected that students will:	*The following set of indicators may be used to access student achievement for each corresponding prescribed learning outcome.* *Students who have fully met the prescribed learning outcome are able to:*
D1 • evaluate the citizen's role in civic processes locally, provincially, nationally, and internationally	❏ give examples of the role of civic organizations and processes in their daily lives ❏ identify and describe methods and philosophies of civic action (e.g., non-violent, boycott, lobbying, civil disobedience, direct action) ❏ compare and evaluate the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving civic issues in Canada ❏ explain available processes of and resources for civic discourse (e.g., petitions, letters to the editor, protest demonstrations; election campaigning, lobbying elected representatives, mediation, arbitration, litigation; Ombudsman, public inquiries, joining a political party) ❏ select relevant case examples of individual and collective civic action and assess their effectiveness
D2 • apply skills of civic discourse and dispute resolution, including – consensus building – negotiation – compromise – majority rule	❏ identify skills of dispute resolution (e.g., consensus building, negotiation, compromise, majority rule) ❏ using simulations (e.g., model parliament, mock trial), model skills of dispute resolution in relation to a selected defining issue ❏ participate in forums of civic discourse (e.g., model parliament, town hall, round table, formal debate, mock trial, online forum)

D3 • evaluate the ethics of selected civic decisions, including consideration of
– fairness
– honesty
– application of democratic principles
	❏ select a relevant civic issue or decision and monitor it over time, considering questions such as
	  – Is the issue being handled fairly?
	  – Is the issue being handled honestly
	  – Is the process used in this decision transparent?
	  – Who will benefit from this decision?
	  – How are democratic principles (e.g., equality, freedom, election/selection of decision makers, rule of law, the common good with the rights of individuals) being applied in this decision?
	  – How will public response be handled in this issue? Is there a mechanism for response? Will changes made as result of that response?
	❏ present and defend a position on the ethics of a selected civic decision, historical or contemporary

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
D4 • implement a plan for action on a selected local, provincial, national, or international civic issue	❏ research and outline a plan for a responsible civic action on a selected issue or problem, including steps such as the following: – identify and research a problem or issue (school, neighbourhood, municipality, regional, provincial, national, or international) – articulate the ideal outcome – brainstorm a range of alternative solutions – identify locally available options for civic participation (e.g., volunteering with an existing organization, launching an informational campaign, organizing a demonstration, working for a political party or election campaign, participating in student government) – assess each alternative and its consequences in terms of risks and benefits, short-term and long-term consequences, and effects on all stakeholders ❏ articulate a detailed plan for addressing the issue or problem, including – timeline for each component of the plan – criteria for gauging success – resources to carry out the plan (e.g., personal, financial) ❏ carry out the plan and keep records (e.g., a log) throughout the process ❏ defend their plan and its implementation with reference to considerations such as – appropriateness or goals and purpose – application of relevant civic knowledge (e.g., factors affecting Canadian civic identity, processes of civic discourse and dispute resolution, beliefs and values, ethics) – through and documented research of alternatives representing a range of perspectives – time and effort spent (e.g., minimum of 10 hrs of out-of-class time) ❏ reflect on and assess the results of their civic action, and identify applications for future problems