CIV421A

GRADE 10 SOCIAL STUDIES

CIVICS AND CITIZENSHIP

Curriculum Guide DRAFT

Prince Edward Island

CANADA

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INTRODUCTION

This social studies course was developed by a committee whose deliberations were guided by consideration of the learners and input from teachers. The committee consisted of teachers and consultants with a diverse range of experiences and backgrounds in education. This curriculum was strongly influenced by current social studies research as well as developmentally-appropriate pedagogy.

Vision of Program

The vision for the Prince Edward Island social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada in an increasingly interdependent world.

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 embody the main principles of democracy — freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and citizens of Canada in an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies present 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 to participate in the democratic process to improve society.

In particular, the social studies curriculum

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of history and the social sciences (including
- geography, economics, political science, sociology, and anthropology), the humanities, literature, and the pure sciences;
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education through teaching and learning, and, at the same time, recognize and validate effective practices that already exist in many classrooms. More specifically, this curriculum guide

- provides detailed curriculum outcomes to which educators and others can refer to when making decisions concerning learning experiences, instructional techniques, and assessment strategies for the social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for the senior high school level in Prince Edward Island;
- promotes the effective learning and teaching of social studies for students.

Essential Graduation Competencies

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Lifelong Learning designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.
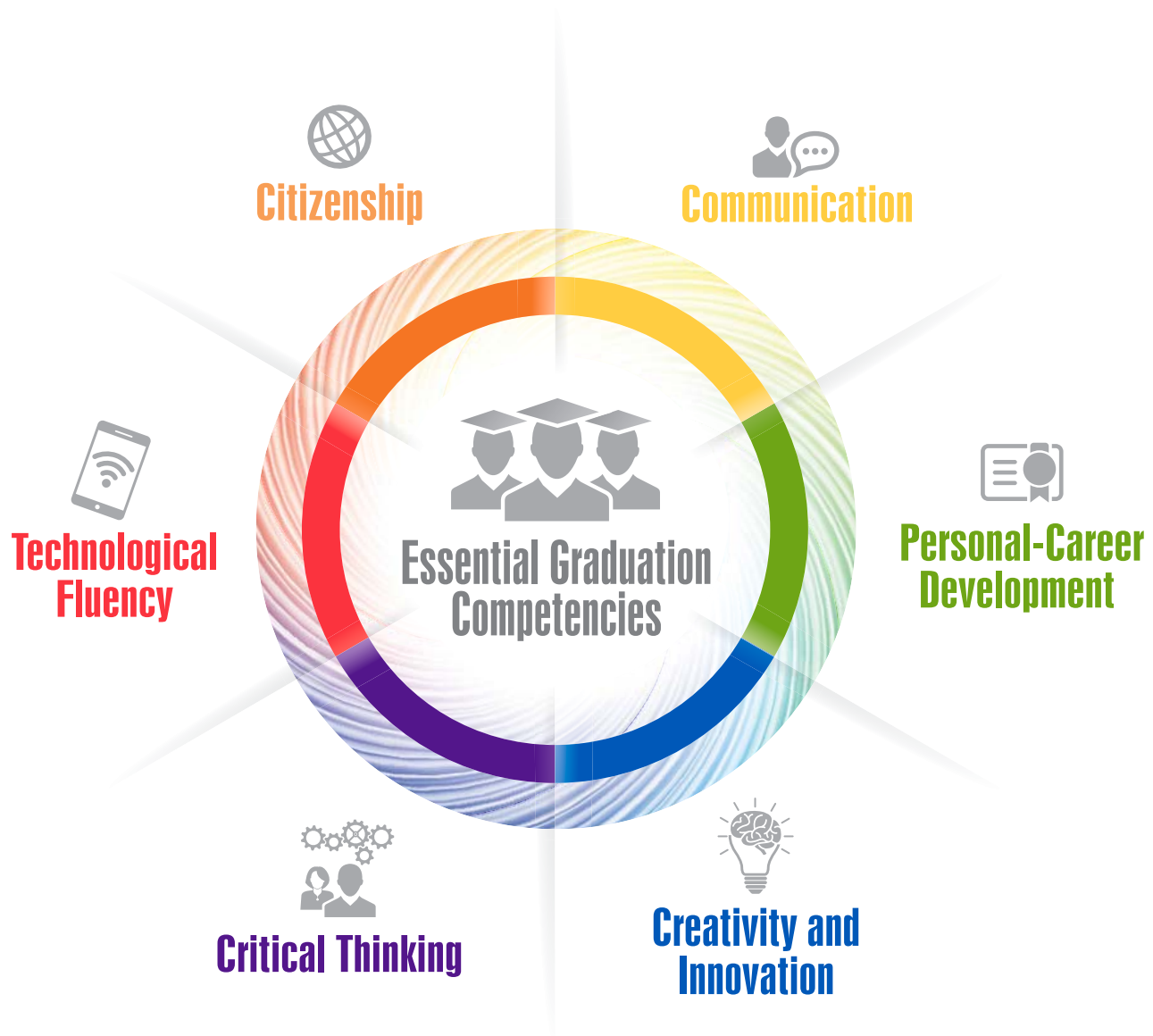
Figure 1. Essential Graduation Competencies

CURRICULUM DESIGN

Critical Thinking

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;

- recognize that critical thinking is purposeful;

- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;

- ask powerful questions which support inquiry, decision-making, and problem solving;

- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;

- analyse and evaluate evidence, arguments, and ideas;

- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;

- reflect critically on thinking processes used and acknowledge assumptions;

- effectively communicate ideas, conclusions, decisions, and solutions; and

- value the ideas and contributions of others who hold diverse points of view.

Technological Fluency

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;

- use and interact with technology to create new knowledge;

- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;

- select and use technology to impact and advance one another; and

- adopt, adapt, and apply technology efficiently, effectively, and productively.

Citizenship

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;

- demonstrate the disposition and skills necessary for effective citizenship;

- consider possible consequences of decisions, judgment, and solutions to problems;

- participate in civic activities that support and promote social and cultural diversity and cohesion; promote and protect human rights and equity;

- appreciate the complexity and interconnectedness of factors in analysing issues; and

- demonstrate understanding of sustainable development.

Communication

Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;

- engage in constructive and critical dialogue;

- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;

- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;

- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and

- analyse the impact of information and communication technology.

CURRICULUM DESIGN

Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals.

They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;

- demonstrate behaviours that contribute to the well-being of self and others;

- build healthy personal and work relationships;

- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;

- develop strategies to manage career balance and wellness;

- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and

- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.

Creativity and Innovation

Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;

- develop and apply creative abilities to communicate ideas, perceptions, and feelings;

- take responsible risk, accept critical feedback, reflect, and learn from trial and error;

- think divergently, and embrace complexity and ambiguity;

- recognize that creative processes are vital to innovation;

- use creation techniques to generate innovations;

- collaborate to create and innovate;

- critically reflect on creative and innovative works and processes; and

- value the contribution of creativity and innovation.

CURRICULUM DESIGN

General Curriculum Outcomes

General curriculum outcome statements articulate what students are expected to know and be able to do upon completion of study in the Program Area.

Table 1. Program Area General Curriculum Outcomes

Strand	Description
GCO 1	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.
GCO 2	Individuals, Societies, and Economic Decisions 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.
GCO 3	Culture and Diversity Students will be expected to demonstrate an understanding of culture, diversity, and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.
GCO 4	Interdependence Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future.
GCO 5	People, Place, and Environment Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.
GCO6	Time, Continuity, and Change Students will be expected to demonstrate an understanding of the past, and how it affects the present and the future.

Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for the purpose of classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect students to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve students, teachers, and administrators by:

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive process of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to… .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that support, define, and demonstrate the depth and breadth of the corresponding SCO.

Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner, are not a prioritized list of instructional activities, and are not a set of prescribed assessment items. Achievement indicators provide clarity and understanding to ensure instructional design is aligned to the SCO.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to… .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

CURRICULUM DESIGN

Name of Curriculum Unit

Specific curriculum outcome (SCO)

Set of achievement indicators (AIs)indicating "breadth and depth" of SCO

	Learners are expected to …
SCO5	**explain the roles and responsibilities of various Canadian governance institutions, structures, and figures.**

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Cognitive process level for this particular SCO

Achievement Indicators

Learners who have achieved this outcome should be able to …

a. describe the division of powers in Canada among federal, provincial, territorial, first nations, and municipal governments;

b. describe the structure and roles of the executive, legislative, and judicial branches of Canadian federal, provincial, and territorial governments;

c. understand the roles and responsibilities of various institutions, structures, and figures in Canadian governance;

d. develop an understanding of Canadian political processes;

e. develop an understanding of the differences among political parties and their policies **(SCO4) (SCO8)** and;

f. describe the different ways in which the government can be formed in Canada. (minority, majority and coalition) **(SCO5)**.

Essential Graduation Competencies Map

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential Graduation Competencies**
Communication	Technological Fluency	Creativity and Innovation	

CURRICULUM DESIGN

Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops students' understanding of themselves as learners.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page <?>). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

> **Students should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.**
>
> **Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning.**

Assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction (formative)

- assessment as learning to involve students in self-assessment and setting goals for their own learning (formative)

- assessment of learning to determine student progress relative to curriculum outcomes (summative)

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analyzing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of students;

- are appropriate for the purpose of instruction and learning strategies used;

- are explicit and communicate to students and parents the expectations and criteria used to determine the level of achievement;

- are comprehensive and enable all students to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;

- accommodate the diverse learning needs and experiences of the students;

- allow for relevant, descriptive, and supportive feedback that gives students clear directions for improvement, and engages students in metacognitive self-assessment and goal setting that can increase their success as learners; and

- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

Indigenous Perspectives and Experiences

Indigenous history and culture are Canadian history and culture. For this reason, any understanding of Canadian citizenship requires an understanding:

• of Indigenous perspectives

• of Indigenous experiences

• that Indigenous Peoples hold a unique status in our nation and with that come unique rights and responsibilities

Indigenous perspectives and experiences are important parts of understanding citizenship, as they provide unique insights into the history, culture, and lived experiences of Indigenous peoples. By incorporating Indigenous perspectives into discussions and lesson plans on citizenship, educators can help students gain a more well-rounded understanding of the topic.

Indigenous perspectives can be incorporated into the classroom in many ways. For example, teachers can incorporate Indigenous stories, histories, and cultural practices into their lesson plans, and encourage students to learn more about Indigenous peoples and their experiences. Educators can also invite Indigenous guest speakers into the classroom to share their experiences and perspectives on citizenship and encourage students to engage in discussions and activities that explore the ways in which Indigenous people have contributed to the development of their communities and their countries.

Overall, incorporating Indigenous perspectives and experiences into discussions on citizenship can help gain a more nuanced and complete understanding of the topic, and can also help to foster a sense of inclusivity and respect the diverse experiences of indigenous peoples.

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem-solving, critical and creative thinking, and informed decision-making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate the varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this. To meet these challenges, the social studies program reflects a wide range of elements.

Political Discourse

Learning how to conduct political discourse and share ideas about political events is an important civic literacy tool. Our democracy relies on citizens being informed and being able to have civil conversations, respecting differences and sharing ideas.

In Controversy in the Classroom: The Democratic Power of Discussion, Diana Hess makes the case that classrooms are the ideal place for advancing political discourse. Her central argument is threefold: (a) that classrooms are model sites for democratic discussions, (b) that teachers' pedagogical decision-making is the primary determinant of an effective discussion, and (c) that sustained education around controversial issues discussions potentially can advance discourse and political activism within the broader democratic communities to which we belong. Teachers should be sure to design classroom discussions with intention so that educational goals are met, learning is deepened and students improve their discussion skills. Perhaps most importantly, teachers must regulate and moderate the discussion. Political discourse involves giving reasons and responding to the views of others. The purpose of dialogue is not to beat opponents or make others in the community feel unwelcome. Instead, students seek to investigate differences with the intention of remaining friendly. It also requires participants to be open to having their views challenged by new information and the perspectives of others. It is also important to consider the context in which these perspectives are being shared and to ensure that they are presented in a respectful and thoughtful manner. By doing so, we can contribute to public discourse in a meaningful and productive way.

SOCIAL STUDIES LEARNING ENVIRONMENT

As a responsible citizen, it is important to formulate and communicate an informed perspective on various issues and topics. It is important that students are given opportunities to express themselves and their informed opinions through a variety of ways, including writing, speaking, and using social media.

Respectful of Diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment attempts to affirm the positive aspects of this diversity and fosters an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of the diversity of their backgrounds, students should be given equal access to educational opportunities to be successful at them.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Students do come with different attitudes, levels of knowledge, and points of view. These differences should not be obstacles but rather opportunities to rise above stereotypes and develop positive self-images. Students should be provided with collaborative learning contexts in which they can become aware of - transcend - their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students bring their critical faculties to information and knowledge to shape it into meaningful patterns.

Relevant and Significant

Since the intermediate learner is naturally critical of what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, the curriculum must provide learning situations that incorporate student interests, and that also encourage students to question their knowledge, assumptions, and attitudes. In doing so, students will come to understand and appreciate their own heritage and culture at a deeper level. History and contemporary studies play key roles as building blocks of social studies. The students' rational and critical involvement in learning about these areas plays an integral part in the development of individuals and citizens.

Equity and Diversity

The Prince Edward Island social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language(s) of each student and the many groups within our local, regional, national, and global communities.

Prince Edward Island, like all of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster an understanding of such diversity. The social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of society, and by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

SEL in the Social Studies Classroom

Social and emotional learning (SEL) is the process that helps people develop healthy identities, manage emotions, feel empathy for others, maintain supportive relationships with friends or family members as well as make caring and responsible decisions (Casel.org, 2023). Integrating SEL into social studies education can help students develop a deeper understanding of the historical and contemporary social issues that affect individuals and communities, while also building their social and emotional competencies.

Here are some examples of how social-emotional learning can be incorporated into social studies:

Empathy and Understanding of Diverse Perspectives:

Social studies classes provide opportunities for students to learn about different cultures, religions, and beliefs. Teachers can use this content to encourage empathy for and understanding of people who may have different perspectives and experiences from their own. For instance, teachers can encourage students to engage in respectful discussions and debates around controversial topics to learn how to appreciate and understand the perspectives of others.

Relationship-Building

Social studies also offer opportunities for students to learn about their own identities and the identities of others. Teachers can use this content to build classroom communities that value and respect diversity. This can involve activities such as learning about different cultures, discussing current events and social issues, and engaging in service projects that help the community.

Decision-Making

Social studies classes offer opportunities for students to analyze complex issues and make informed decisions. Teachers can use these activities to develop students' critical thinking skills, as well as their ability to consider multiple perspectives before making a decision.

Build Self-Awareness

Social studies classes can be used to help students develop self-awareness by encouraging reflection and self-assessment. Students can be encouraged to think about their own beliefs and values and how they relate to the world around them.

Emotional Regulation

Social studies content, such as learning about social issues or current events, can be emotionally challenging for students. Teachers can help students recognize their feelings and develop emotional regulation skills to manage their feelings and cope with difficult situations.

Incorporating SEL into social studies education can help students develop the skills, attitudes, and knowledge needed to succeed in school and in life. By building students' social and emotional competencies, teachers can help them become more confident, compassionate, and engaged members of their communities.

Social Studies for EAL Learners

The social studies curriculum in Prince Edward Island is committed to the principle that learners of English as an additional language (EAL) should be full participants in all aspects of social studies education. English language proficiencies and cultural differences must not be barriers to full participation and should instead be looked upon as important sources of knowledge. All students should study a comprehensive social studies curriculum with high-quality instruction and coordinated assessment.

Students - and EAL learners in particular - need to be given opportunities, encouragement, and support for speaking, writing, reading, listening, interpreting, analyzing, and expressing ideas and information in social studies classes. Such efforts have the potential to help EAL learners overcome barriers and facilitate their participation as active citizens in Canadian society.

The social studies curriculum in Prince Edward Island provides, and is supported by, resource
material that includes and reflect the reality of Canada's diversity while fostering respect of cultural differences as an essential and valued component:

● Schools should provide EAL learners in social studies with support in both their dominant language

and the English language.

● Teachers, counsellors, and other professionals should consider each EAL learner's English-language

proficiency level and prior coursework in social studies.

● The social studies proficiency level of EAL learners should be based solely on their prior academic

record and not on other factors.

● Social studies teaching, curriculum, and assessment strategies should be based on best practices

and the prior knowledge and experiences of students and on their cultural heritage.

● The importance of social studies and the nature of the social studies program should be

communicated with appropriate language support to both students and parents.

● Educators should verify that barriers have been removed by monitoring enrolment and achievement

data to determine whether EAL learners have gained access to, and are succeeding in, social studies

courses.

Critical Thinking in Social Studies

Disciplinary thinking revolves around delving deep into subjects to understand them holistically, discern their implications, make informed judgements, and guide decision-making. This involves techniques such as questioning, predictive analysis, synthesis, examining diverse perspectives, recognizing values and core issues, spotting bias, and weighing various alternatives. When students acquire these disciplinary skills, they evolve into thinkers who can traverse beyond mere surface-level insights to a more profound understanding of the subjects at hand. These students partake in intricate inquiry processes, exploring intricate questions that might not always have straightforward answers.

In subjects within the social studies curriculum, students employ these disciplinary thinking skills when they assess, interpret, and evaluate the ramifications of events or actions. They craft and substantiate opinions based on informed perspectives. Critical to this process is the ability of students to understand and evaluate the perspectives and biases of others, discerning underlying intentions, and utilizing gathered insights to shape personal viewpoints or strategies aimed at impactful interventions.

Different students adapt to disciplinary thinking in myriad ways. While some prefer vocal discussions, questioning, and ideation, others might take a more observant and contemplative approach, weighing situations or texts prior to expressing their viewpoints. Key to nurturing disciplinary thinking skills in social studies is the ability of students to pose effective questions to interpret data, recognize biases in their resources, and understand the origins and implications of such biases.

SOCIAL STUDIES LEARNING ENVIRONMENT

The PEI social studies curriculum bolsters the development of these disciplinary thinking skills in every course, with an emphasis on inquiry and comprehensive skill development. Coupled with Concepts of Disciplinary Thinking, the curriculum sets clear expectations. While striving to meet these academic expectations, students are often required to discern the potential consequences of decisions. As they collate data from diverse resources, it's vital for them to interpret, detect biases, and discern the reasons behind such biases.

Critical literacy is integral to disciplinary thinking, prompting students to look beyond the overt message of a text, understanding both its explicit and implicit narratives, and discerning the writer's intent. This form of literacy extends beyond the realm of traditional critical thinking, emphasizing fairness, equity, and social justice considerations. Disciplinarily literate students critically analyze the worldviews presented in texts, assessing their alignment with their beliefs, understanding the beneficiaries of the text, and the influences on the reader.

Considerations for Program Planning In PEI Social Studies

Critically literate students recognize that text interpretation isn't an isolated endeavour. The meaning of a text is derived from multiple facets, including diverse cultural perspectives, the context of the text's creation, the background of the reader, information drawn from other sources, omissions in the content, and overlooked or muted voices.

In the context of PEI social studies, students with critical literacy can dissect media messages, discerning underlying motives and biases. They understand the potential slants in texts, media, and resources, delving into the reasons behind these biases, the determinants of content, and the overlooked perspectives. Armed with this understanding, they are prepared to construct their own informed perspectives on issues.

Educational experiences should facilitate critical discussions of various "texts" — books, TV shows, films, online content, advertisements, music, spoken words, art, and other forms of expression. This exploration equips students to grasp the intended societal impacts of these texts. It's pivotal to understand that communication isn't neutral; it serves various purposes, from information dissemination to persuasion.

A significant element of this curriculum is metacognition, encouraging students to introspect and evaluate their cognitive processes. These metacognitive skills, encompassing self-monitoring of learning, have emerged as crucial tools in honing thinking abilities across disciplines. In PEI social studies, students harness these skills throughout their investigations, ensuring their inquiries align with disciplinary thinking concepts. This continual self-reflection drives a richer and more profound investigative process.

Beyond inquiry and skill development, the social studies curriculum provides opportunities for students to introspect and assess their learning. As they cultivate practical, relational, communicative, and critical thinking abilities, students are prompted to evaluate their strengths, areas of growth, and monitor their progress. They're also motivated to seek necessary support, ensuring their academic and personal goals align. Across social studies topics, students are encouraged to apply their acquired knowledge and skills authentically — in classrooms, homes, peer interactions, and who truly value the relevance of social studies in their day-to-day lives.

The Concepts of Disciplinary Thinking

Disciplinary thinking in social studies refers to the use of specific methods and perspectives from the disciplines of history, geography, economics, political science, and sociology to understand and analyse social phenomena. This approach to studying society and culture helps to provide a more comprehensive and nuanced understanding of the complexities of human behaviour and social interactions. Disciplinary thinking in social studies can help students to develop critical thinking and analytical skills, as well as provide them with a deeper understanding of the world around them. The four concepts of political thinking – political significance, objectives and results, stability and change, and political perspective – serve as the foundation for all thinking and learning in Social Studies.

Table 2. Concepts of Disciplinary Thinking

HISTORY	GEOGRAPHY	POLITICAL STUDIES	ECONOMICS	LAW
Historical Significance	**Geographical Significance**	**Political Significance**	**Economic Significance**	**Legal Significance**
Continuity & Change	**Patterns & Trends**	**Stability & Change**	**Trends & Variability**	**Continuity & Change**
Cause & Consequence	**Interrelationships**	**Objectives & Results**	**Cause & Consequence**	**Interrelationships**
Historical Perspective	**Geographical Perspective**	**Political Perspective**	**Economic Perspective**	**Legal Perspective**
Evidence & Interpretation: evaluate multiple media sources for purpose, message, accuracy, bias, and intended audience.				
Ethical Considerations: construct ethical judgments about political issues, institutions, decisions, and developments.				

The concepts of disciplinary thinking found their roots in the work of Dr. Peter Seixas and the Historical Thinking Consortium. From this, the Ontario History and Social Studies Teachers' Association developed similar models for political studies, economics and law.

SOCIAL STUDIES LEARNING ENVIRONMENT

Introduction to Inquiry-Based Learning

Inquiry-Based Learning (IBL) allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process. Inquiry into a global issue will require students to practise and refine their critical and creative-thinking skills. "Inquiry" and "research" are often used interchangeably within an educational context. While research often becomes the result of an inquiry process, it is the process itself — working with acquired information and reformulating it into newly-constructed meaning — emphasized in this course.

In order for students of Civics 421A to become fully engaged in the inquiry process, they will need to draw upon prior knowledge, conduct preliminary research to help define the direction of their inquiry, and ask many questions. Classroom discussions about specific global issues may help them to decide where their inquiry will lead them. Current events portrayed in the media may also be catalysts for student inquiry, as may information from other sources. A research plan will ensure that students know what is expected of them and will provide a means of keeping track of progress throughout the inquiry unit.

Inquiry Stages and Skills

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities related to interaction with new information. Independent thinkers will practise multiple strategies to manoeuvre through an inquiry process. A typical inquiry process may follow three stages — Beginning Inquiry, Ongoing Inquiry, and Concluding Inquiry — each stage associated with specific skills and corresponding to sequential phases within the inquiry model used in this document. Note that there may be some overlap of phases.

Beginning Inquiry Stage (Planning and Retrieving)

- using prior and background knowledge as the basis for new inquiry;
- developing and refining a range of inquiry questions — finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue the inquiry.

Ongoing Inquiry Stage (Retrieving and Processing)

- evaluating information for accuracy, validity, appropriateness, relevance, and context;
- interpreting and contextualising information from different sources by identifying main ideas and supporting evidence, conflicting ideas, biases, and points of view;
- using technology to access and organize information collaborating with others to exchange new ideas and develop new understandings.

Concluding Inquiry Stage (Creating, Sharing, and Evaluating)

- using writing, media and visual literacy, and technology skills to create a product that expresses new understandings;
- using communication skills to share new understandings in a way that others can access, view, and use;
- using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property.

CIV421A

GRADE 10 SOCIAL STUDIES

CIVICS AND CITIZENSHIP

Curriculum Guide DRAFT

Prince Edward Island

CANADA

CIVICS 421A OVERVIEW

Course Description

CIV421A allows students to understand the rights and responsibilities of citizenship and what it means to be an engaged citizen in their school, community, country and globally. Through the exploration of issues of civic importance and understanding the influence of social media, they will understand the role of civic engagement and explore the ways they can serve their communities. They will investigate the structure, operation, and selection of governments in Canada, including federal, provincial, territorial, Indigenous, and municipal government models.

This course includes learning about the following five focus areas:

Table 4. Units of Study

Disciplinary Thinking	CIV421 utilizes the Concepts of Dolitical Thinking to develop critical and analytical thinking abilities related to politics and governance. It equips students with the necessary skills to understand and engage with political concepts, systems, and ideologies.
Institutional Knowledge	This unit explores the various institutions that form the backbone of Canada's political system, including the executive, legislative, and judicial branches. By examining the roles, responsibilities, and interrelationships of these institutions, students gain insight into the decision-making processes and the checks and balances that ensure accountability and transparency.
Political Engagement	Political engagement is a fundamental aspect of democracy, as it ensures that the voices and concerns of the people are heard and considered in the governance of the nation. It empowers individuals to actively participate in shaping their communities and contributes to a vibrant and inclusive democratic society.
Information and Media Literacy	Developing the skills to critically evaluate and navigate the vast array of information and media sources related to politics. This includes the ability to discern reliable sources, identify bias and misinformation, and understand the influence of media on public opinion. By fostering information and media literacy, individuals become informed citizens who can make well-rounded judgments, actively engage in political discourse, and contribute to a healthy democratic system.
Inquiry	By engaging in political inquiry, individuals develop the skills of research, analysis, and interpretation, enabling them to ask meaningful questions, challenge assumptions, and contribute to the ongoing dialogue and improvement of the Canadian political landscape

CIVICS 421A OVERVIEW

What is Civics?

Civics and political science are related fields that deal with the study of government and politics. However, there are some key differences between the two disciplines. Civics is a branch of political science that focuses on the rights and duties of citizenship. It often deals with the study of the practical aspects of citizenship, such as how government systems work and how individuals can participate in their communities. In general, civics education aims to teach people how to be responsible and engaged members of society.

In short, civics deals with the everyday aspects of citizenship, while political science is a more theoretical and academic discipline that explores the underlying principles of government and politics. It involves students investigating our democracy and the ways in which they can participate. CIV421A challenges some older models of teaching civics which tended to focus on teacher-centred knowledge and acquisition of content. CIV421A incorporates more participatory and experiential methods for teaching politics and government. When this is done well, students will become civically literate. In the social studies classroom, experiential learning can be a powerful tool for helping students understand complex events and ideas. Through hands-on activities, field trips, and other interactive learning experiences, students can gain a deeper understanding of the people, places, and events that make up the world around them. This type of learning can also help students develop important skills such as critical thinking, problem-solving, and collaboration. By actively engaging with the material and learning through experience, students can develop a stronger connection to the subject matter and gain a more holistic understanding of the world.

What Is Civic Literacy?

Civic literacy refers to a person's knowledge and understanding of the functioning of political and social institutions, as well as their rights and responsibilities as a member of a community. This type of literacy is important for participating effectively in the democratic process and for making informed decisions about important social and political issues. Civic literacy encompasses a range of topics, including an understanding of the structure and function of government, knowledge of current events and historical context, and the ability to evaluate and analyse information from various sources. Developing civic literacy helps individuals in becoming active and engaged members of their communities and can lead to more informed and effective decision-making.

Civically literate students are...

> ...more likely to vote;

> ...have a stronger and more consistent awareness of their own political interests and how to advance them;

> ...are less likely to be influenced by negative or polarising political messages and will be more tolerant of different perspectives and adopt inclusive political views;

> ...understand our system of government at the local, provincial and federal level and how they can work within this structure to be heard. (Samara Centre for Democracy)

Being civically literate means knowing about Canadian political institutions, but it means much more than that.

Four Dimensions of Citizenship

Citizenship education includes the acquisition of knowledge of historical and political concepts and processes. It supports the development of students' understanding of social issues and of the impact of their behaviour and decisions on others. It develops their capacity to recognize and value different perspectives and their sense of agency to influence change in society. (Sears, 2014)

Table 5. Four Dimensions of Citizenship

Institutional Knowledge	Political Ability
• Democratic institutions and processes • Political power dynamics in society • The historical evolution of Canadian democracy	• Navigate political participation • Know where to go in government if problems arise.
Examples: the three branches of the state; the function of political parties; the methods by which public leaders are elected.	Examples: voting; political actions like protesting; writing to elected leaders; engaging with appropriate government agencies; using media to advance a cause
Topical Knowledge	**Media & Information Literacy**
• Issues and current events • Policy discussions • Awareness of parties' positions	• Analyse and process information from the Internet and media • Seek out and evaluate original sources
Examples: knowing who the premier or prime minister is; awareness of the public policy issues in play; following current affairs.	Examples: recognizing fake news; processing new information and evaluating existing beliefs; identifying bias
A student with high civic literacy in these dimensions would be able to critically process topical knowledge, merge that with what they understand about institutions in Canada, and turn that knowledge into an effective action plan for political engagement.	
↓	
Political Inquiry	
• Uses the political inquiry process and the concepts of Political Thinking when investigating issues, events, and developments of civic importance	
• Political Significance • Stability and Change	• Objectives and Results • Political Perspective

Outcome Summary

The outcomes of CIV421A are categorized into five units. These units and specific outcomes are designed to provide learners a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found starting on page <?>.

Table 6. Summary of Specific Curriculum Outcomes for CIV421A

Unit	Code	Learners are expected to ...
Disciplinary Thinking	DT1	evaluate the political significance of issues, ideologies, institutions, decisions, policies or developments.
	DT2	analyze continuities and changes in different political institutions and organisations at particular times and places.
	DT3	analyse how the actions of individuals or groups cause events, ideologies, decisions, and developments, and analyse multiple consequences.
	DT4	evaluate how different perspectives on political issues, decisions, or developments shape our ideologies, policies, and institutions.
Institutional Knowledge	SCO1	demonstrate an understanding of the roots, characteristics, values and beliefs associated with democratic governance.
	SCO2	analyse the rights and responsibilities associated with democratic citizenship in Canada and the world.
	SCO3	demonstrate an understanding of the culture, traditions, history, and practices of Indigenous governance.
	SCO4	evaluate the ways that the different perspectives of citizens are represented through elections and political parties in Canada and the world.
	SCO5	explain the roles and responsibilities of various Canadian governance institutions, structures, and figures.
Political Engagement	SCO6	analyse how civic contributions can, and have affected change in our society.
	SCO7	develop a plan to address a civic issue of personal interest.
Information and Media Literacy	SCO8	analyse current issues of civic and political significance from a variety of sources and multiple perspectives.
	SCO9	evaluate multiple media sources for purpose, message, accuracy, bias, and reliability.
	SCO10	communicate information and ideas for a variety of audiences as an informed and responsible citizen.
Inquiry	SCO11	evaluate issues, events, and developments of civic importance using the political inquiry process and the Concepts of Political Thinking

CIV421A Assessment Framework

The assessment framework describes the relative weighting of each domain (unit or cluster of outcomes) within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative student assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabi development.

Table 7. Assessment Framework for CIV421A

Unit/Domain	Remember	Understand	Apply	Analyse	Evaluate	Create	Unit/Domain Weight
Disciplinary Thinking					DT1		**Formative**
				DT2			
				DT3			
					DT4		
Institutional Knowledge			SCO1				**40%**
				SCO2			
			SCO3				
					SCO4		
	SCO5						
Political Engagement				SCO6			**15%**
						SCO7	
Information and Media Literacy				SCO8			**25%**
					SCO9		
			SCO10				
Inquiry					SCO11		**20%**

The Disciplinary Thinking unit functions as the lens through which the content of CIV421A can be viewed. As such, teachers are expected to explicitly teach the Disciplinary Thinking Concepts at the beginning of this course and continue to develop these concepts as student progress. Assessment of the Disciplinary Thinking Concepts will occur summatively in the Inquiry unit through SCO11.

DT1	*Learners are expected to ...*					
	evaluate the political significance of issues, ideologies, institutions, decisions, policies or developments.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the concept of political significance;

b. explain how people, ideas, and events contribute to political change in society;

c. analyse the degree to which political decisions represent turning points;

d. explain to what extent was the event, person, issue or development recognized as important at the time;

e. Demonstrate an understanding to what extent the event, person, issue or development had consequences for many people over a long period of time;

f. assess the extent an event, person, issue or development shed light on, or represented an emerging or enduring issue in the past or present;

g. assess the impact of a political decision or action made by a governing organization on a variety of stakeholders; and

h. evaluate how the importance of political actions/decisions may shift for various people and over time.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential**
✓ Communication	Technological Fluency	Creativity and Innovation	**Graduation Competencies**

ELABORATIONS

What makes something politically significant? The concept of political significance can be a useful tool in understanding why governments formulate laws and policies, and why citizens hold certain points of view or take action. It can also help us measure the consequences of actions and decisions. How do we know whether some issues are more significant than others? How do governments decide which concerns they will address? Political significance is generally determined by the impact of a government policy or decision on the lives of citizens, or by the influence that civic action - including the civic action of students - has on political or public decision-making. This outcome requires students to determine the importance of things such as government policies, political or social issues, events, or developments, and the civic actions of individuals or groups.

The key to a more in-depth analysis of significance lies in a student being able to connect particular events or trends to others in a variety of ways. Using criteria helps in analysing political significance. A person, group, issue, development or event is said to hold political significance if it meets these criteria:

> **PROMINENCE**: To what extent was the event, person, issue or development recognized as important at the time?
>
> - Was the impact long lasting?
> - Are the differences between opponents and supporters great?
> - Does it impact you directly?
>
> **CONSEQUENCES**: To what extent did the event, person, issue or development have deep consequences for many people over a long period of time?
>
> - Was the impact long lasting?
> - Are many people affected - positively or negatively?
>
> **REVEALING**: To what extent did the event, person, issue or development shed light on, or represent an emerging or enduring issue?
>
> - Is it an ethical issue involving right or wrong?

What is significant to one group or individual may have little importance with another. Different conclusions about what is significant can result from different beliefs, values and political perspectives, therefore teachers are encouraged to teach and assess PT1 and PT4 jointly.   Examining the impact of political decisions and actions, analyzing power and institutional structures, considering ethical dimensions, and recognizing the role of ideology, political significance helps us understand and engage with the complex dynamics of politics in our societies.

GUIDING QUESTIONS

- Are some issues less important than others?
- Are many people affected by the issue- positively or negatively?
- Are your responsibilities as a citizen of Canada just as important as your rights? (SCO3)
- Which rights are most important? (SCO3)

DT2	*Learners are expected to ...*					
	analyze continuities and changes in different political institutions and organizations at particular times and places.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe stability and change as it relates to political thinking;

b. describe the concept of political turning points;

c. identify a political turning point, the moment when the process of change shifts direction or pace;

d. identify the intended rationale(s) or motive(s) for political responses to issues;

e. explain how political events or developments can be caused by multiple factors;

f. assess the intended or unintended effect(s) or outcome(s) of a decision;

g. construct a chronology of an event, person issue or development;

h. evaluate change over time as progress or decline in respect to individual groups;

i. explain links between past and current political policies, decisions and responses;

j. determine the degree to which government policies may create or prevent political change

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	Technological Fluency	Creativity and Innovation	

What will the world look like in a decade? Will it have change for the better or worse? Stability and change asks students to think about what should change or stay the same to improve and protect our communities and the people who live in them. This outcome asks students to analyze the links between past and current political decisions, analyze the reasons for political continuity over time, assess alternative approaches to political decisions and chose whether to support or resist change. Understanding change over time is central to political thinking. So, too, is the need to recognize the constants that continue through time. The expression, "the more things change, the more they remain the same," is only partly true; while things have changed in certain respects, they have remained constant. How are political changes interwoven with continuities? Stability and change provide a fundamental way to organize the complex nature of political decisions.

Students can make judgments of stability and change on the basis of comparisons between some point in the past and the present or between two points in the past, such as before and after Confederation. Change usually occurs over a long period of time and it is often hard to pinpoint an exact moment of change. Therefore, it is easier to choose two different moments in history and compare them. However, when there is a sudden and clear change at a particular point in history, usually due to a single event, the event is usually referred to as a 'Turning Point'. "A turning point signifies a profound change in one or more of the arenas of human experience (political, social, economic, or cultural/intellectual). Turning points are characterized by change of such magnitude that the course of individual experiences and societal development begins to follow a new trajectory, shaped by a new set of possibilities and constraints." (Mandell and Malone, 2007) Identifying events as turning points requires students to categorize cause and effect relationships because stability and change are so closely tied to cause and consequence, student tasks may often join the two.

We evaluate change over time using the ideas of progress and decline. When considering stability and change, we ask, how are lives and conditions alike over time and how have they changed? Students will begin to understand civics as a complex mix of stability and change. Some change happens rapidly at some periods of time while at others it remained relatively continuous. Breaking political events up based on categories makes it easier for students to identify changes and study the effects on people over time.

GUIDING QUESTIONS

- What has changed?
- What has stayed the same?
- Who has benefited from this change? And why?
- Who has not benefited? And why?
- How might a person's political perspective affect their view on the need for stability and change? (DT4)

DT3	*Learners are expected to ...*					
	analyse how the actions of individuals or groups cause events, ideologies, decisions, and developments, and analyse multiple consequences.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe objectives & results as it relate to political thinking;

b. explain links between past and current political policies, decisions and responses;

c. explain that multiple objectives may determine multiple results;

d. determine the degree to which government policies may create or prevent political change;

e. conclude that objectives vary in influence with some being more important than others;

f. analyse the reason(s) for political continuity and variation over time;

g. assess alternative approaches to political institutions to resist or support change;

h. determine intended and unintended results of decisions and actions, of people, and social, political, economic, and cultural conditions/events; and

i. debate how the political events could have turned out differently given a change in a single action or condition or event.

✓	Citizenship	✓	Critical Thinking		Personal-Career Development	**Essential Graduation Competencies**
✓	Communication		Technological Fluency		Creativity and Innovation	

ELABORATIONS

Change does not just happen. This outcome asks students to identify the motives for political responses, explain how political decisions and events are caused, and evaluate consequences. To develop this competency, students will consider political events in light of their impact on the present and into the future and will explore objectives and results, negative and positive impacts, and intended and unintended consequences of policies, events, and decisions.

When studying political events, political scientists analyse cause and consequence relationships. As students study events of civic importance, they will discover that things do not simply 'happen' without reason. Political events are caused by issues, events, people and decisions that occurred before them. Also, political events create changes that have both intended and unintended consequences long after the event is over. It is important to track and measure the actual consequences of our actions to understand the who, how and why? A thorough analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another? The concepts of objectives and results address who or what influenced events to occur and what the repercussions of those events were.

Central to Objectives and Results is the active role, or agency, that people play in promoting, shaping, and resisting change in history. For this reason, DT3 and DT4 may warrant being assessed collaboratively with SCO6. Objectives are related to the motivations (or intentions) of any group or individual. They are multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term actions and events. Causes that are offered for any particular event may differ based on the scale of the overall political narrative, and ideological perspectives and approaches of the political scientist.

When choosing examples of Objectives and Results, it is important to take into consideration the key stage of the learning and provide examples for discussion that do not require in depth research to form an opinion to start.

GUIDING QUESTIONS

- Should governments limit individual freedoms for the common good? (DT4)
- What was the result of the Indian Act for the government and for Indigenous peoples? (SCO4)
- How have the rights of Indigenous peoples changed over the years? How have their rights not changed? (SCO4)

	Learners are expected to ...					
DT4	**evaluate how different perspectives on political issues, decisions, or developments shape our ideologies, policies, and institutions.**					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. Identify the influence of beliefs and values on peoples' political viewpoints and actions;

b. Analyse the factors that influence how and why people push for political change;

c. Communicate an understanding of why different cultures, groups or institutions may hold different views of the same issues;

d. Compare and contrast how different groups respond to the same political issue; and

e. Evaluate political courses of action from the viewpoint of key stakeholders

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	Technological Fluency	Creativity and Innovation	

Issues of political significance are often polarizing. How is it that one group can see an issue one way and another see the complete opposite? Everyone has different beliefs and values, as do various groups, including different governments, in local, national, and/or global communities. These views can oppose each other and affect how people, groups and governments act and make decisions. These beliefs and values, as well as political ideologies, can affect one's position on or response to issues of civic importance. Reflecting on one's beliefs and values and life experiences can help people figure out their political perspective.

Our political perspective is shaped by who we are as a person and the communities to which we belong. For our students, this very likely will change many times as they figure out their political identity. (Political perspective is not only influenced by our values and beliefs but also our point of view on an issues.) Our proximity to the issue and the personal impact it may have will change the lens at which we view an issue. A student in grade 10 may have strong opinions on issues relating to school or community but offer little opinion on healthcare or taxation. Teachers are encouraged to find issues for class discussion that will allow students to challenge their thinking but be able to discuss without a lot of prep and research to start.

Students will develop an understanding of the diversity and uniqueness of people, groups and ideologies and that people have different perspectives and points of view. This concept refers to the ways in which different individuals and/or groups view something (e.g., an issue, event, development, person, place, process, or interaction). Students also learn that different groups have different perspectives, which are shaped by factors such as beliefs, values, social economic status, and geographic location, among others. Students will also learn about the importance of analysing sources to determine whose perspectives as they convey and gather sources that reflect multiple perspectives.

GUIDING QUESTIONS

- How do political perspectives vary across different historical periods and regions?

- Is it clear what the different perspectives are?

- What evidence would help you support the arguments?

- Which side are you inclined to agree or disagree with?

- What are the consequences of not considering the perspective of others?

- How does the accounting of political events change when told from differing perspectives?

- What were the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past?

- How did their worldview affect their choices and actions?

SCO1	*Learners are expected to ...*					
	demonstrate an understanding of the roots, characteristics, values and beliefs associated with democratic governance.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. define citizen, citizenship, beliefs and values;

b. understand how our values and beliefs form our worldview **(DT4)**;

c. explore how values influence people and inform decision-making in a democracy. **(DT3)(DT4)**;

d. describe the role of beliefs and values in civic decision-making **(DT3)(DT4)**; and

e. Identify key historical foundations of democracy and explain ways in which these beliefs and values are reflected in citizen actions. **(DT3)(DT4)**

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential Graduation Competencies**
Communication	Technological Fluency	Creativity and Innovation	

Elaboration

Democracy is a cornerstone of Canadian society, and as such, it is vital that all members of the community have a fundamental knowledge of its concepts and values. SCO1 provides an introduction to the principles, concepts and terminology associated with democracy. The concepts in this outcome form the foundational learning upon which the subsequent outcomes are built on. This outcome is designed to introduce students to the concept of democracy, what we value and how it affects our decision-making. It is not meant to be taught in isolation. Students should revisit SCO1 as they begin to inquire about people, institutions and events in civics.

Canada is a vast nation made up of many cultures, languages, regions, and perspectives. The history of democratic decision-making in Canada begins with Indigenous Peoples and has been influenced by the beliefs and values of those that came after. This outcome focuses on student understanding of the beliefs, values and historical foundations associated with democratic citizenship and governance in Canada. Students will develop their understanding of how people's beliefs and values influence both their civic actions and their positions on local, national, and/or global issues. Central to this is an understanding of community and an awareness of the many communities our students are members of.

In this introductory outcome, students explore not only what democracy means but what the implications are for them as citizens. Several guiding principles act as the foundation of democracy in Canada, such as fundamental freedoms, fair elections, political tolerance, citizen participation and the rule of law. Citizens have a responsibility to uphold and support these principles. Through this outcome, students will be able to recognize that our democracy is not static; it continues to evolve. It is not perfect and contains moments where the principles of democracy were not extended to certain groups throughout history. Democracy is not only practiced through the structures, institutions and processes of our governments but also in how Canadians live their everyday lives. It is important for students to understand that democracy is not a guarantee; democracy can be challenged and weakened. However, it can also be strengthened and improved. It is important that all Canadians are equal participants in Canadian democracy and understand what that means.

Students will begin to understand that in order to uphold the values and beliefs associated with democratic governance, it is important for citizens to actively participate in the political process and to hold their elected representatives accountable for their actions. This can include voting in elections, engaging in political discourse, and working to promote transparency and accountability in government. By doing so, citizens can help to ensure that their government is responsive to the needs and concerns of the people.

GUIDING QUESTIONS

- What is the relationship between people's beliefs and values and their positions on civic issues?

- How do we promote and foster democratic values and participation in Canadian society?

- What are the historical roots of democratic governance? How have ideas and practices of democracy evolved over time? (DT2)

- How do democratic governments balance individual rights and freedoms with the collective needs and responsibilities of society?

- What are the key characteristics of democratic governance? How do these characteristics differentiate it from other forms of government? (DT4)

SCO2	*Learners are expected to ...*					
	analyse the rights and responsibilities associated with democratic citizenship in Canada and the world.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. define rights, responsibility, freedoms, and privilege;

b. define fundamental human rights;

c. describe the major rights and responsibilities associated with citizenship in Canada

d. Demonstrate an understanding of Canadian citizenship comes with both rights and responsibilities;

e. explain how the concept of responsibility plays an integral role in the Charter of Rights and Freedoms

f. identify the principles of democracy in the Constitution of Canada and the Canadian Charter of Rights and Freedoms, as well as the PEI Human Rights Act **(SCO1)**

g. analyse the value of the rights and responsibilities associated with Canadian citizenship as outlined in the Charter of Rights and Freedoms;

h. Demonstrate an understanding of the importance of the judicial system in maintaining our democratic system;

i. analyze the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada; **(DT2);** and

j. examine the relationship between human rights and democracy.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Citizenship is the legal bond between a government and an individual and in turn, bestows certain rights and responsibilities upon the individual. In Canada, being a citizen includes such things as the right to vote in elections, the right to hold public office, and the right to enter, remain in and leave the country freely. As well, Canadian citizens are also entitled to certain social benefits, such as access to health care and education.

In Canada, rights and responsibilities are enshrined in various documents and laws, including the Canadian Charter of Rights and Freedoms, the Universal Declaration of Human Rights, and provincial and territorial human rights codes. Students have been introduced to the concept of rights and responsibilities as part of SCO1. SCO2 provides a gateway to an understanding of these rights and responsibilities of Canadian citizenship and prompts students to seek the answers to the question of how does the Charter of Rights and Freedoms protect Canadians? Students may notice that many of their own situations or beliefs are reflected in sections of the Charter. It is important that students understand how the Charter protects all citizens and how there is leeway for the Charter to evolve to meet future needs. Students are asked to reflect on and assess the significance of this document to Canadians, and to draw conclusions regarding the implications of the Charter on their own lives as well as those of others. These rights and freedoms do not come without responsibilities, Canadian citizens are required to obey the law and uphold the country's democratic institutions and values.

When teaching about rights and responsibilities in Canada, it is important to emphasize that these are two sides of the same coin. Every right comes with a corresponding responsibility, and every responsibility is linked to a particular right. For example, the right to freedom of expression is accompanied by the responsibility to respect the rights and freedoms of others, including their right to disagree with one's own views. Teaching about responsibilities in Canada should include an emphasis on the importance of civic participation and active citizenship. This means encouraging students to exercise their rights, to be engaged in their communities, and to contribute to the betterment of society. Responsibilities can include obeying the law, paying taxes, serving on juries, and volunteering in one's community. The challenge for governments is how to balance individual rights and freedoms with the common good?

To teach about rights and responsibilities effectively, teachers can use a variety of teaching strategies, such as case studies, role-playing, debates, and group discussions. It is also important to make connections to real-life situations and current events so that students can see the relevance of these concepts to their daily lives. Finally, it is important to acknowledge the historical and ongoing struggles for human rights and social justice in Canada. This can include discussing the legacy of colonialism, the residential school system, and ongoing issues facing Indigenous peoples, as well as discrimination based on race, gender, sexual orientation, and other factors. By contextualizing rights and responsibilities in this broader historical and social context, students can develop a deeper understanding of the complex and evolving nature of human rights in Canada.

GUIDING QUESTIONS

- How do individuals and societies balance individual rights and collective interests?

- What are the fundamental rights guaranteed to citizens in Canada's Charter of Rights and Freedoms, and how do they promote democratic values and principles? (SCO1)

- Why are your responsibilities as a citizen of Canada just as important as your rights?(DT1)

- In what ways does the Canadian Charter of Rights and Freedoms protect me? What responsibilities come with these rights?

- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?

- How have historical events and social movements influenced the expansion and protection of democratic rights and responsibilities in Canada and around the world?(DT2)

SCO3	*Learners are expected to ...*					
	demonstrate an understanding of the culture, traditions, history, and practices of Indigenous governance.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the basic values that underlie Indigenous political and legal systems **(SCO1)**;

b. describe the sources of authority for traditional and contemporary Indigenous governments;

c. compare the roles of hereditary and elected chiefs.**(DT4)**;

d. demonstrate understanding of the structures and decision-making processes of Indigenous governments;

e. Identify the similarities and differences between various contemporary indigenous governments and the government of Canada;

f. define Indigenous sovereignty.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

Teaching Indigenous Peoples' governance involves a comprehensive approach that takes into account the unique historical, cultural, and political contexts of each community. To effectively teach Indigenous governance, it is important to first acknowledge the diversity and richness of Indigenous cultures and histories, and recognize the ongoing impacts of colonization and systemic oppression. SCO3 offers an opportunity for students to better understand the beliefs and values that underpin Indigenous Governance and the evolution of the policies which have shaped its form in the present. This should include both hereditary and elected representation.

Since time immemorial Indigenous Peoples in Canada have had their own systems of governance and decision-making that were based on their cultural traditions and values. These systems were often decentralized and based on the principles of consensus and respect for the land and its resources. Indigenous governance is characterized by its emphasis on community-based decision-making and its recognition of the unique cultural, spiritual, and territorial rights of Indigenous peoples. This approach often incorporates traditional practices and customs, such as the use of Elders as advisors and the inclusion of women in decision-making.

Government policies have had a significant impact on Indigenous governance in Canada. For example, the Indian Act of 1876 imposed a centralized, top-down governance model on Indigenous peoples, and stripped them of their traditional governance structures and decision-making powers. This has led to a loss of control over land, resources, and cultural practices, and has contributed to ongoing challenges faced by Indigenous communities. The traditional governance structures of many nations were part of a productive and highly evolved society pre-contact, and many lost the traditions of these structures throughout Canada's history, including the undermining of women and elders in leadership roles.

More recently, initiatives such as the Truth and Reconciliation Commission have sought to address the impacts of past government policies on Indigenous Peoples and to promote reconciliation and the revitalization of Indigenous governance. Another important aspect of teaching indigenous governance is to ensure that it is grounded in the principles of self-determination and sovereignty. This means recognizing and respecting the inherent rights of indigenous peoples to govern themselves, and supporting their efforts to exercise this sovereignty in practical ways. It also means acknowledging the ongoing struggles for land and resource rights.

Best teaching practices to engage students in SCO3 may include incorporating traditional storytelling, language, and cultural practices into the lessons This can help to foster a deeper understanding of Indigenous worldviews and values and support the transmission of intergenerational knowledge.

GUIDING QUESTIONS

- What was the result of the Indian Act for the government and for Indigenous peoples? (DT3)
- How have the rights of Indigenous peoples changed over the years? How have their rights not changed? (DT2)
- What were the proposed changes to the Indian Act in Bill C31, and what was the result? (DT3)
- How has the Canadian government's relationship with First Peoples regarding treaties changed or stayed the same? (DT3)
- How do Indigenous communities in Canada define and practice self-determination?

SCO4	*Learners are expected to ...*					
	evaluate the ways that the different perspectives of citizens are represented through elections and political parties in Canada and the world.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. demonstrate an understanding of the process of electing governments in Canada;

b. explain how beliefs/values shape the policies of political parties in Canada;

c. describe the electoral system used federally and in Prince Edward Island;

d. identify political parties' positions on issues of civic importance; **(SCO5)**

e. describe the beliefs/values and approaches to issues for the political parties of PEI and Canada;

f. understand the roles and responsibilities of various institutions like Elections PEI and Elections Canada;

g. analyze how the media and interest and lobby groups influence government decisions; **(SCO9)**

h. analyse the values of various political parties by examining their platforms; and

i. evaluate the different voting methods (First Past the Post, Runoff Ballot) and identify the advantages and disadvantages for each .**(SCO5)**

✓	Citizenship	✓	Critical Thinking		Personal-Career Development	Essential
✓	Communication		Technological Fluency		Creativity and Innovation	Graduation Competencies

ELABORATIONS

Free and fair elections are a significant characteristic of a healthy democracy. Canada has a system of representative democracy and a voting system called First Past the Post. Citizens vote for a candidate that represents a political party and the winner is the candidate who gets the most votes. In any election, there are winners and losers. However, the winning candidate must represent all the people once they take office. Voting is a responsibility for all citizens to ensure their voices are heard in Canada's democracy.

Representative democracies like Canada are based on the willingness of its citizens to engage in democratic discourse and on the institutions that are in place to hear and respond to the opinions and interests of the public. Voting is a conventional form of political participation in representative democracies: citizens select the representatives that will govern them. Voting, from this perspective, allows citizens to engage in a broader democratic debate about what they want the government to do. Importantly, elections also create incentives for elected officials to listen to voters by putting their actions under scrutiny during election time and allowing citizens to make a judgment about their performance. This outcome not only asks students to understand our process of choosing elected representatives but to evaluate and compare a variety of methods to better understand the political system.

Understanding the role that political parties play and how they are governed is a key aspect of civic literacy. This means learning about where the parties stand on issues of civic importance like health care, education and the environment. Political ideologies, such as liberalism, conservatism, and socialism, also play a role in how Canadians are represented. These ideologies provide a framework for political parties to develop policies and platforms and can influence how individuals are represented in the government.

SCO4 and SCO8, when done in collaboration, allow young voters to make more informed decisions at the ballot box and enter into respectful political discourse.

GUIDING QUESTIONS

- How can citizens ensure their governments listen to them?
- What is the political spectrum?
- Should a government be responsible for meeting the needs of different political perspectives or just the perspective of their own party?
- What are the differences between political parties?
- What is the relationship between people's beliefs and values and their positions on civic issues?
- What would be the arguments for and against lowering the voting age?
- Does our system of elections offer the best representation for citizens?
- What role do political parties play in Canadian democracy?
- How do people use the formal political system to affect change?

	Learners are expected to ...					
SCO5	explain the roles and responsibilities of various Canadian governance institutions, structures, and figures.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the division of powers in Canada among federal, provincial, territorial, first nations, and municipal governments;

b. describe the structure and roles of the executive, legislative, and judicial branches of Canadian federal, provincial, and territorial governments;

c. understand the roles and responsibilities of various institutions, structures, and figures in Canadian governance;

d. develop an understanding of Canadian political processes;

e. develop an understanding of the differences among political parties and their policies **(SCO4) (SCO8)** and;

f. describe the different ways in which the government can be formed in Canada. (minority, majority and coalition) **(SCO5)**.

✓	Citizenship	✓	Critical Thinking		Personal-Career Development	**Essential Graduation Competencies**
	Communication		Technological Fluency		Creativity and Innovation	

SCO 5 introduces students to the institutions and structure of our three levels of government and their role in Canadian democracy. Students will begin to understand the basic components and structure of the Canadian government. While this outcome may include a large part of the "content" of the course, it is suggested that it is not taught in isolation from the others. In the spirit of inquiry-based teaching, this outcome is designed to give students just enough "knowledge" to ask questions. There are many opportunities to allow students to explore these concepts in conjunction with other outcomes or through inquiry.

Students will gain an understanding that Canada is both a constitutional monarchy and a parliamentary democracy. In a constitutional monarchy, a monarch is the head of state and has executive authority subject to the limits of the Constitution. Canada's system of government is laid out in the Canadian Constitution. When it comes to teaching the Canadian government, there are several best practices that educators can utilize to ensure that students gain a comprehensive understanding of this important topic. Here are some suggestions for teaching the Canadian government using best practices:

Active learning: One of the most effective ways to teach the Canadian government is through active learning. This approach encourages students to engage with the material in a more meaningful way, which can help to deepen their understanding of key concepts. Some examples of active learning strategies include role-playing activities, debates, simulations, and group discussions.

Integration of technology: Technology can be a powerful tool for teaching Canadian government. There are many online resources, such as interactive websites and virtual tours of Parliament Hill, that can help students to visualize and understand the workings of the Canadian government. Educators can also use digital tools like polling software and online quizzes to assess student learning and provide real-time feedback.

Cross-curricular connections: To make Canadian government more relevant and meaningful to students, educators should try to connect it to other subjects they are studying. For example, social studies teachers could incorporate elements of history and geography into their lessons on Canadian government, while language arts teachers could assign persuasive writing assignments on political issues.

Authentic learning experiences: Providing students with opportunities to participate in authentic learning experiences can help them to see the relevance of Canadian government in their everyday lives. For example, educators could organize a class trip to attend a local city council meeting, or question period or invite a local politician to speak to the class.

Resources provided by third-party organizations such as Elections Canada, CIVIX, Student Vote, etc. can provide opportunities for classroom engagement.

GUIDING QUESTIONS

- What do we mean by active citizenship?
- What are the consequences of inaction? Should people be punished for failing to act?
- How do Canadians participate in democracy beyond voting, such as through advocacy and activism? (SCO7)
- What are some ways in which I can make my voice heard within the political process?
- How do people work outside of the formal political system to affect change?
- How can I make my voice heard in the political process?

SCO6	*Learners are expected to ...*					
	analyse how civic contributions can, and have affected change in our society.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. explain the ways in which individuals and groups are part of the Canadian political processes;

b. analyse ways in which various beliefs, values, and perspectives are represented in their communities; **(DT4)**

c. understand that civic engagement changes over time; **(DT2)**

d. describe various ways in which people can access information about civic matters; **(SCO8)(SCO9)**

e. describe different ways which citizens can and have taken action to address social and environmental issues; and

f. analyse models for active citizenship through historical and contemporary case studies. **(DT2)**

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential**
✓ Communication	Technological Fluency	Creativity and Innovation	**Graduation Competencies**

Civic action refers to the participation of citizens in the community, society, and government. As students would have learned in SCO4, one of the fundamental ways people can contribute to civic society is by exercising their right to vote. Through this outcome, students will recognize that democratic engagement goes beyond voting.

Active citizenship is important to a democracy, and it can take many forms. A successful democracy relies on everyday ways citizens help each other and society. Sometimes this can mean fundraising for important social issues or organizing a protest against a government policy. Other times, this means making your community better by treating each other fairly and equally. Many students will have an understanding and will be able to provide examples of civic action within their own communities, school, or other organizations. This outcome is intended to extend active citizenship to broader issues outside of a student's personal zone. Students may believe that it is only larger groups, agencies, or organizations such as NGOs and other human rights groups that are able to address issues such as poverty, climate change, or crimes against humanity. A goal of this course is to promote the understanding that "thinking globally and acting locally" can be an effective action.

In a democracy, citizens have a right to be heard and to influence political leaders in their decisions. While voting is seen as the quintessential expression of democratic participation it is far from the only way citizens can effect change in a democracy. This outcome will allow students to explore the four domains of civic engagement:

- Grassroots/Community Action
- Civil Society Organizations
- Political Advocacy

It is important to know which level of government is responsible for the different programs and services students will interact with in their lives. In addition to knowing each government's responsibilities, it is also important to know which government to contact to get their voices heard and the ways in which the government acts to get public input. A key part of democracy is the idea of the common good. Government should listen to diverse voices because diverse groups have different perspectives on issues and decisions should be made that are the best for the whole society. Democracy involves deliberations over how to balance different interests.

Examples of active citizens and groups:

Eg. Autumn Peltier, Martin Luther King Jr., Malala Yousafzai, Donald Marshall Jr., Dolores Huerta, Katherine Johnson, Craig Kielburger and Marc Kielburger, Stephen lewis, Harvey Milk, Nelson Mandela, Colin Kaepernick, Ron Finley, Donald Marshall Jr., Jenna Lyn Albert, Masai Ujiri, Yusuf Shire, Adam Lordon, Idle No More, Black Lives Matter. etc

This outcome is a building block for SCO7 Civic Engagement, which students are tasked with identifying an issue or problem that will benefit from their humanitarian efforts. It is important to introduce the concept of active citizenship early in the course so that students will have ample time to think about where they wish to expend their efforts, and how they might do so.

GUIDING QUESTIONS

- What do we mean by active citizenship?
- What are the consequences of inaction? Should people be punished for failing to act?
- How do Canadians participate in democracy beyond voting, such as through advocacy and activism? (DT3)
- What are some ways in which I can make my voice heard within the political process?
- How do people work outside of the formal political system to affect change

SCO7	*Learners are expected to ...*					
	develop a plan to address a civic issue of personal interest.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the various effects of government policies on citizenship and on Canadian society;

b. Identify an issue of civic significance (local, provincial, national, or international); **(DT1)**

c. describe it in terms of its roots and contexts in one or more defining issues;

d. analyze different courses of action to address a specific civic issue in order to create positive change in their communities and assess the merits and effectiveness of each.; and

e. propose a course of action to address a specific civic issue in order to create positive change in their communities and assess the merits and effectiveness of each.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

Actively engaging in civics and citizenship enables students to develop effective relationships with others, to work in cooperative ways toward common goals, and to collaborate with others for the well-being of their communities. Civic engagement projects are activities or initiatives undertaken by individuals or groups to address a specific issue or need in their community. Civic engagement projects can be a powerful way to bring about positive change in a community, as they involve students coming together to identify a problem and take action to address it.

This outcome is intended as a step toward developing citizens who:

1) are aware of issues (local and global);

2) can analyse an issue; and

3) can develop a plan to positively react to an issue.

Active student citizenship may take many forms. A key point of this outcome is for students to learn that they can participate as active citizens on a multitude of levels. Students may elect to fulfill the requirements for this outcome by continuing to focus on an issue that they have already studied in their inquiry unit. Alternatively, they may decide to focus on a need that is entirely different, or closer to home. Either way, students will experience the process of developing and following through on a plan of action in response to a need. Teachers may wish to draw students' attention to other resource materials which provide examples of active citizenship and practical advice in getting started.

Students should be encouraged to explore a variety of options and reflect upon which plans might best suit their particular situations. The scope of the student plan should be monitored by the teacher, as some students may be overly ambitious in their efforts and find themselves burdened with an unrealistic plan. If a student's plan involves fund-raising, it may be necessary to ensure that all school or community regulations in this regard are respected and that there is a viable plan in place for the security of funds. Time may become an issue in carrying out an action plan if it is not well-planned and monitored regularly. Students will need class time to work through their plans. How, where, and when and if the plan is actually carried out should be agreed upon by students and teachers at the beginning of the project.

GUIDING QUESTIONS
- What are the challenges and opportunities of political participation and civic engagement?
- What can be done to increase voter turnout?
- What issues or concerns do you see in your community that you want to address through a civic action project?
- Who else in your community shares your concerns and might be interested in working with you on a project?
- What are some potential outcomes or impacts of your project, and how will you measure and evaluate its success?

SCO8	*Learners are expected to ...*					
	analyse current issues of civic and political significance from a variety of sources and multiple perspectives.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe civic issues of local, national, and/or global significance; **(DT1)**

b. compare the perspectives of different groups on selected issues;. **(DT1)(DT4)**

c. explain how emerging issues impact the quality of life, citizenship and identity in Canada;

d. identify important issues that persist in Canadian democracy; **(DT1)(DT2)**

e. assess the significance of events, people, places, and objects; **(DT1)**

f. describe the connection between historical issues and current events; **(DT2)(DT5)** and

g. analyse cause and impact of issues of civic and political significance. **(DT2)(DT3)**

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential Graduation Competencies**
Communication	Technological Fluency	Creativity and Innovation	

This outcome creates opportunities for teachers to take real-life political events and turn them into teachable moments that bring democracy alive in classrooms. Analyzing current events can help students to identify organizational structures and practices, as well as individuals and groups who are making impactful decisions. Current events offer provocative ideas and starting points for generating questions and interactions in the students' various communities. To analyse current issues of civic and political significance, it is important to gather information from a variety of sources and consider multiple perspectives. This can include reading news articles, listening to political discussions, and engaging with people who have different viewpoints on the issue at hand.

Teachers should choose current events that are relevant to their students' lives, interests, and experiences. This can help make the topics more relatable and engaging for the students. It is also important to coach students to approach these issues with an open mind and to be willing to consider different points of view. By doing so, they can gain a more comprehensive understanding of the issue and its implications. This can help them to form their own informed opinions, and to make decisions and take action in a way that is consistent with our values and beliefs as a democracy. For example, if they are considering a current issue such as climate change policy, they might gather information from a variety of sources, such as scientific reports, news articles, and policy discussions. They might also consider the perspectives of different stakeholders, such as policymakers, scientists, and community members. By doing so, they can gain a more complete understanding of the issue, and be better equipped to take action in a responsible and informed manner. This outcome promotes the use of current events resources to foster thoughtful classroom conversations and build students capacities for critical thinking, emotional engagement, ethical reflection, and civic agency.

CIV421A aims to foster the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. It is important for teachers to start with the basics to let students to understand why it is important to stay informed and the role of the media in reporting the news. Establishing a classroom routine of following events and ongoing reference to current affairs adds relevance, interest and immediacy to civic issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues. Most importantly, students must have a safe place to discuss relevant events and to moderate respectful and evidence-based discussions to foster critical thinking and understanding of diverse viewpoints.

SCO 8 is designed to be taught and assessed in collaboration with SCO 9 and 10 to;

> **Promote media literacy:** Teach students critical media literacy skills to evaluate and analyze news sources, identify biases, and distinguish between fact and opinion. Encourage them to fact-check information and be aware of the potential for misinformation or disinformation.

> **Foster empathy and global awareness:** Use current events to help students develop empathy and understanding towards different cultures, communities, and global challenges. Encourage them to consider the impact of events on people's lives and think about possible solutions

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GUIDING QUESTIONS

- How can individuals or communities engage in civic action or advocacy in response to this current event?(SCO6)
- What are the different perspectives on these events? (PT4)
- How has the rise of social media and other forms of digital media facilitated new opportunities for citizens with similar and differing beliefs and values to engage with one another, the government, and other institutions?
- How can digital/social media platforms impact democracy and shape public discourse through the spread of information and misinformation?

SCO9	*Learners are expected to ...*					
	evaluate multiple media sources for purpose, message, accuracy, bias, and reliability.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. distinguish between fact, opinion and belief;

b. analyse sources for points of view and potential bias;

c. evaluate how various groups are represented or omitted in media and the influence this has on perspectives; **(DT4)**

d. apply appropriate strategies for constructing meaning; **(SCO10)**

e. apply digital tools to gather, evaluate, and use information;

f. construct their own view of the world through the media; **(SCO11)**

g. self-evaluate her/his development as a viewer and producer of media texts; **(SCO11)** and

h. apply critical-thinking skills to assess the credibility and biases of relevant sources from a wide variety of media forms, including social media.

✓	**Citizenship**	✓	**Critical Thinking**		**Personal-Career Development**	**Essential**
✓	**Communication**	✓	**Technological Fluency**		**Creativity and Innovation**	**Graduation Competencies**

ELABORATIONS

Media and information literacy is an essential skill set that enables individuals to critically evaluate and analyze media messages and information in various formats. Teaching media and information literacy is crucial as it helps students become responsible and informed citizens, who can make informed decisions based on accurate and reliable information.

This outcome engages students in developing the skills needed to become critical consumers of media and information as a means to tackle the challenge of "fake news" and information disorder. Students begin by understanding the different types of media and information sources available to them, including digital and traditional media. They should learn how to distinguish between various formats, such as news articles, opinion pieces, social media posts, and advertisements. As they learn how to assess the credibility, reliability, and accuracy of media and information sources they should be able to recognize fake news, propaganda, and misinformation, and use fact-checking tools to verify information. They must be able to detect various viewpoints and bias, and be able to distinguish fact from opinion in the various information sources that they select.

Information literacy is the ability to find, evaluate, and use information effectively. This includes the ability to locate and access information, as well as the ability to critically evaluate the quality and credibility of the information. Media literacy refers to the ability to access, analyse, evaluate, and create media. This includes the ability to understand and interpret the various messages and meanings conveyed through different media forms, such as television, film, social media, and print media. Developing these skills can help students become more informed and effective communicators, and can also help them to better understand and navigate the complex media landscape.

Media literacy is a form of critical thinking that is applied to the messages being sent by the mass media. This outcome creates opportunities for students to gain the ability to understand how mass media, such as social media, TV, film, radio, and magazines, work, and produce meanings, are organized and can be used wisely. Becoming media literate is about developing the ability to ask good questions rather than searching for correct answers. Media-literate citizens become self-filterers of the messages of the media.

Analyzing the source of information may be quite revealing, and may help them to understand certain aspects of the issue. The ability to validate information is a cross-curricular skill—not limited to the study of civics. Students may practice this skill in class by studying a variety of available information sources. Teachers can guide student thinking by providing a variety of sources dealing with a particular local topic. Information sources may include news articles and letters to the editor, government and non-government documents or pamphlets, digital databases and Web sites, books, and other information formats. While this outcome focuses on critical-thinking skills in general, it is important that students learn to transfer their skills to other sources that they may select during their study of civics.

The CTRL-F, a resource developed by CIVIX, is intended to improve students' digital media literacy and verification skills. SCO 9 and SCO 10 are complementary and can be used in collaboration to both analyse and create media for sharing information.

GUIDING QUESTIONS

- What is the role of the media in a democratic society?
- How has the rise of social media and other forms of digital media facilitated new opportunities for citizens with similar and differing beliefs and values to engage with one another, the government, and other institutions? (SCO1)
- How can digital/social media platforms impact democracy and shape public discourse through the spread of information and misinformation? (SCO10)

SCO10	*Learners are expected to ...*					
	communicate information and ideas for a variety of audiences as an informed and responsible citizen.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. use a variety of media to communicate effectively in different contexts, orally and in writing;

b. use appropriate digital tools for communication with consideration of creating a positive digital footprint;

c. elicit, ask and clarify questions and ideas in discussions;

d. listen to others to understand their perspectives;

e. use language that is respectful of human diversity;

f. articulate their beliefs and perspectives on issues; and

g. support their ideas and opinions with evidence;

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	✓ Technological Fluency	✓ Creativity and Innovation	

Whereas SCO 9 is focused on students gathering and evaluating information this outcome provides opportunities to practice the skills needed to present their findings. Communication involves receiving and expressing meaning (e.g., through reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding local and global perspectives and societal and cultural contexts and using a variety of media appropriately, responsibly, safely, and with a view to creating a positive digital footprint. Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

As a responsible citizen, it is important to formulate and communicate an informed perspective on various issues and topics. It is important that students are given opportunities to express themselves and inform their opinions through a variety of mediums, such as writing, speaking, and using social media. As students move through the CIV421A they will engage in topics where individual differences of opinion will surface. It is important that teachers prepare students for listening and valuing these differences. Political empathy is an understanding that productive civic engagement doesn't necessarily mean approaching difficult situations from a place of neutrality, it means approaching them with compassion, recognizing that everything is broader and more consequential than words exchanged between individuals. It refers to the ability to perceive, emotionally experience, and better able to put into context a person or group's lived experience. In other words, when reading a text about a historical or political figure, students should go beyond simply acknowledging or recalling the facts of their existence and experiences. Instead, you'll be able to understand how that person felt, thought, how they acted, why they acted that way, and what consequences they might have faced in their unique historical, political and social context.

This may be a difficult concept for some students to understand. It requires students to explore their own biases and prejudices. It requires some emotional stocktaking that isn't always natural but ultimately can be their guide to creating real and meaningful change in their lives and community. Employing political empathy does not mean compromising your own beliefs or values. It just means having a better conversation, driven by compassion rather than anger or fear — you are under no obligation to acquiesce to arguments or talking points you believe are untrue, but you are under an obligation to read your opponent or partner charitably. When you take 'winning' an argument off the table, and focus more on understanding the point of view of others, progress things start to happen.

We can simplify political empathy by truly putting ourselves in another's shoes. When students buy into the concept of political empathy, differences can bring us closer together, instead of driving us apart.

GUIDING QUESTIONS

- What are the norms by which we, as citizens in a democratic society, should talk to each other about these (and other) controversial public issues?

- What role does effective communication play in civic engagement and participation?

- What strategies can individuals and groups employ to effectively communicate their civic concerns and advocate for change?

- How can individuals and communities foster collaborative communication to address civic challenges and promote positive change?

SCO11	*Learners are expected to ...*					
	evaluate issues, events, and developments of civic importance using the political inquiry process and the Concepts of Political Thinking					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. recognize significant issues and perspectives in an area of inquiry;

b. gather, record, evaluate, and synthesize information from a range of primary and secondary sources and a range of media;

c. evaluate the political significance of issues, ideologies, institutions, decisions, policies or developments; **(DT1)**

d. analyze continuities and changes in different political institutions and organisations at particular times and places**; (DT2)**

e. analyse how the actions of individuals or groups cause events, ideologies, decisions, and developments, and analyse multiple consequences; **(DT3)**

f. evaluate how different perspectives on political issues, decisions, or developments shape our ideologies, policies, and institutions**; (DT3)**

g. interpret meaning and the significance of information and arguments; and

h. construct arguments by supporting claims with evidence and explanations.

✓	**Citizenship**	✓	**Critical Thinking**		**Personal-Career Development**	**Essential Graduation Competencies**
✓	**Communication**	✓	**Technological Fluency**	✓	**Creativity and Innovation**	

INQUIRY

SCO11

In order to explore civics and citizenship issues at a deeper level, students will use the inquiry process. Traditionally, our social studies students have been relegated to the role of note-takers and record-keepers. They read and write down information, memorize it, and then recall it on some form of summative assessment. In inquiry-based social studies, students explore complex and opened-ended questions. When students investigate these questions, they aren't acting as record keepers but as social scientists seeking to understand the world and share this understanding with others. As they investigate, students build knowledge that is deep and lasting, because their learning connects to their curiosities and interests – and because it has a real-world purpose: They use it to inform others, improve their community, or help set goals for the future.

Students will develop their ability to use the concepts of political thinking when analyzing issues, events, and developments of civic importance. They will apply this process and related skills in a variety of contexts throughout the course, thereby enhancing their ability to solve problems and to be critically thoughtful and collaborative citizens in the various communities to which they belong. Students will use this process to investigate events, developments, and issues; find solutions to problems; reach supportable conclusions, and develop plans of action. The inquiry process has five basic components.

INQUIRY PROCESS OVERVIEW

Formulate questions: Formulate questions related to the applicable overall expectation in order to identify the focus of their inquiry.

Gather and organize: Collect and organize relevant data, evidence, and/or information from primary and secondary sources and/or field studies.

Interpret and analyse: Analyse the data, evidence, and information using different types of graphic organizers as appropriate.

Evaluate and draw conclusions: Synthesize data, evidence, and/or information, and make informed, critical judgments based on that data, evidence, and/or information.

Communicate: Communicate judgments, decisions, conclusions, predictions, and/or plans of action clearly and logically.

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