



Political Science 120

Grades 11/12

2019

Department of Education and Early Childhood Development
Curriculum Branch

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Curriculum Writing Committee

- Jason Agnew, Bernice MacNaughton High School
- Laura McCarron, EECD
- Natalie Mombourquette, Oromocto High School
- Andrew Rutledge, Fredericton High School
- Jonathan Wilson, Leo Hayes High School

Pilot Teachers and Curriculum Reviewers

- Roland Chrisjohn, St. Thomas University Associate Professor
- Matthew Mattchett, Harrison Trimble High School
- Mark Noel, James M. Hill Memorial High School
- Greg Peters, Fredericton High School
- Craig Williamson, Office of First Nation Education, EECD

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See Appendix 6.1.

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 6.2

English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The EECD provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2 Assessment Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

• Questioning	• Projects and Investigations
• Observation	• Checklists/Rubrics
• Conferences	• Responses to texts/activities
• Demonstrations	• Reflective Journals
• Presentations	• Self and peer assessment
• Role plays	• Career Portfolios
• Technology Applications	• Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the Formative Assessment document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site [here](#).

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school.

3. Subject Specific Guidelines

3.1 Rationale

As citizens of a Western Liberal Democracy, our students should not only be aware of events and decisions that will influence their lives, but they should come to understand why and how these events and decisions came to be. This is the essence of the Political Science 120 course. Students should be presented with the political frameworks whereby the political decisions of the day are formulated on local, national, and international stages.

This course informs students about the concepts and terminology of politics and allows students to acquire the skills that are necessary to allow them to function as responsible citizens.

We are not training political scientists; we are preparing students to navigate a world heavily impacted by political decisions.

The aim of civic education is... not just any kind of participation by any kind of citizen; it is the participation of informed and responsible citizens, skilled in the arts of deliberation and effective action. (Excerpt from *Civitas: A Framework for Civic Education*, 1991, p. 3).

3.2 Course Description

Political Science 120 will explore theoretical concepts of Political Thought, practical applications of Political Systems, and experiential learning of Political Engagement. Students will explore political philosophy, political ideology, and government in Canada and around the world. This exploration will include a focus on a variety of influences on political decision making, such as media, cultural diversity, and history. Throughout the course, students will define, debate, and put into action their own political beliefs.

3.3 Curriculum Organizers and Outcomes

Organizers

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. These strands are elaborated upon in the Foundation for the Atlantic Canada Social Studies Curriculum document.

1. Citizenship, governance, and power:

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

2. Individuals, societies, and economic decisions:

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

3. People, place, and environment:

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

4. Culture and Diversity:

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

5. 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.

6. Time, Continuity and Change:

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

A Thinking Focus

Deep learning in a social studies course occurs when other key dimensions, such as historical thinking, geographical thinking, and critical inquiry are considered and implemented. Political Science 120 provides students with relevant, current issues, as well as case studies that will allow students to apply these approaches.

Historical Thinking

Six *historical thinking concepts* have been identified by Peter Seixas through his work at the University of British Columbia's *Centre for the Study of Historical Consciousness*.

These six historical thinking concepts are designed to help students think more deeply and critically about the past as well as their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the specific curriculum outcomes. A brief description of the concepts follows:

Historical Significance – looks at why an event, person, or development from the past is important. *E.g., what is the significance of a particular event in history? What would have happened if this person [historical figure] had not existed?*

Evidence – looks at primary and secondary sources of information. *To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry, for example, than would be asked about an artefact.*

Continuity and change – considers what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time?). *Includes chronology and periodization, which are two different ways to organize time and which help students to understand that —things happen between the marks on a timeline.*

Cause and Consequence – examines why an event unfolded the way it did and asks if there is more than one reason for this (there always is). *Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., how has the exchange of technologies over time changed the traditions of a culture?). This concept includes the question of – agency, that is, who (what individual or groups) caused things to happen the way they did?*

Historical Perspective – any historical event involves people who may have held very different perspectives on the event. *For example, how can a place be found or – discovered if people already live there? Perspective taking is about trying to understand a person's mind set at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.*

Ethical Dimension – assists in making ethical judgments about past events after objective study. *We learn from the past in order to face the issues of today. Perspective taking and moral judgement are difficult concepts because both require suspending our present day understandings/context.*

Seixas, P. (2006). *Benchmarks of historical thinking: A framework for assessment in Canada*. UBC: Centre for the Study of Historical Consciousness.

For more information on historical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers may go to [The Historical Thinking Project](#), [The Centre for the Study of Historical Consciousness](#) or [The Critical Thinking Consortium](#).

Geographical Thinking

Inspired by the work of Peter Seixas in historical thinking, these six portals of geographical thinking were developed to engage students in critical thinking about geography and geographical issues rather than memorization of information alone. Relationship to place plays a fundamental role in how we understand the world and should be considered central to the social studies.

Spatial significance – *The central question about matters of geographical importance is: How do we determine and assess the features that make particular geographical phenomena and locations worthy of attention or recognition?*

Patterns and trends – *This portal raises the question: What can we conclude about the variation and distribution of geographical characteristics over time and space?*

Interrelationships – *This portal raises the question: How do human and natural factors and events connect with and influence each other?*

Geographical perspective – *The key question in understanding the geography of a place is: What are the human and physical features and identities, as understood through various lenses, that characterize a place?*

Evidence and interpretation – *This portal raises the questions: What information can be used as evidence to support ideas about geography, and how adequately does the geographical evidence justify the interpretations offered?*

Ethical judgment – *The central question invoked by ethical judgement is: How desirable and responsible are the practices and outcomes associated with particular geographical actions and events?*

Sharpe, B., Bahbahni, K., & Tu Huynh, N. (2016). *Teaching geographical thinking (revised and expanded edition)*. The Critical Thinking Consortium/ The Royal Canadian Geographical Society.

For more information on geographical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers may go to [The Critical Thinking Consortium](#) or [Canadian Geographic Education](#)

Critical Inquiry

In order to focus the exploration of ideas, it is good practice to identify the key questions that need to be addressed. When students are invited to investigate and resolve their queries, the learning is enriched. It is the ideal, of course, to have students create their own critical questions. But, students may need direction and practice to arrive at the point where they are formulating quality questions that will spark curiosity and involvement. The following may be used as criteria for the construction of solid critical inquiry questions:

A Good Critical Inquiry Question:

1. The question should be one that the learner is interested in. The ideal level of interest would be such that the student feels a need to find answers to satisfy a real curiosity.
2. The question is open to research. This means that a) there is a need to dig deeper to find the answer, and that credible sources are needed to find the answers; b) in most cases the research is accessible within the classroom environment.
3. The learner does not already know the answer or has not already decided on the answer before doing the research.
4. The question is an 'open' one. This is to suggest that the question calls for an extensive explanation that is multi-layered. The explanation shows its complexity by referring to various viewpoints and angles. There may be more than one explanation.
5. The question has a clear focus. The question can be framed by the teacher, the student or the student and teacher together. There needs to be enough focus to be directive, allowing productive research. Questions are often seen as stepping stones to the work, but it is likely that the original question(s) might need to be adjusted as research is conducted.
6. It can be the case that an initial question requires identified sub-questions and that the explanation is the sum of the responses to the sub-questions.

(Adapted from Dale Roy, Erika Kustra, Paola Borin, 2003, McMaster University)

For further resources and professional learning in inquiry learning and critical thinking, please visit [The Critical Thinking Consortium](#).

For additional Social Studies teaching resources, teachers may wish to visit the [Social Studies ONE site](#).

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (SCO) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Political Thought
SCO 1.1	Students will examine the merits and implications of various political philosophies.
SCO 1.2	Students will examine the merits and implications of various political ideologies.
SCO 1.3	Students will evaluate how political ideologies impact governance.

GCO 2	Political Systems
SCO 2.1	Students will explain the structure and operations of governance in Canada.
SCO 2.2	Students will analyse political decision-making in Canada.
SCO 2.3	Students will compare structures and operations of various government systems.
SCO 2.4	Students will investigate how governments function in the international community.

GCO 3	Political Engagement
SCO 3.1	Students will examine the rights, responsibilities, roles and status of individuals and groups in Canada.
SCO 3.2	Students will investigate methods used by media, governments, and political groups to influence public opinion.
SCO 3.3	Students will model responsible citizenship.

4. Curriculum Outcomes

GCO 1 Political Thought	
SCO 1.1	Students will examine the merits and implications of various political philosophies.
Concepts and Content	I Can – exemplars:
Philosophy World View Society Power Authority Privilege Social Contract “The Natural State” General Will Harm Principle Utilitarianism Political Philosophers For Example: *Socrates, Plato, Aristotle *Cicero, Thomas Aquinas, Machiavelli, John Calvin *Hobbes, Locke, Montesquieu, Voltaire, Rousseau, Wollstonecraft *JS Mill, Adam Smith, David Ricardo, Thomas Jefferson, Karl Marx *Henry David Thoreau, Bertrand Russell, Hannah Arendt, Noam Chomsky Free Speech	I compare the views of various philosophers. I evaluate a variety of political philosophies. I recommend alternate philosophical approaches to power and authority structures. I apply various political philosophies to current events. I articulate the significance of the social contract. I recognize that individuals, society, and environment are interdependent. I theorise a basic political view for myself.
	Key Global Competencies:
	<ul style="list-style-type: none"> • Takes the past into account to understand the present and approach the future • Listens and shows empathy to understand all points of view • Understands ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies and countries

Resources		
Video	Website	Document
School of Life: Political Theory (Various philosophers)	Philosophy of Learning and Teaching Organization	<i>Political Philosophy: A Very Short Introduction</i> by David Miller . Oxford University Press: 2003.
Why Ordinary People Need to Understand Power (TED)	Project Gutenberg - Free Online Books Heterodox Academy : Graphic Novel	

SCO 1.2 Students will examine the merits and implications of various political ideologies.		
Concepts and Content		I Can – exemplars:
Ideology Political Compass/Political Spectrum Authoritarian Libertarian Left wing Right wing Traditional ideologies (for example, Absolutism, Totalitarianism, Communism, Conservatism, Socialism, Liberalism, Fascism, Imperialism, Colonialism, Fundamentalism, Anarchism) Modern ideologies (for example, Feminism, Environmentalism, Cosmopolitanism, Post-colonialism)		I arrange politicians and policies on a political spectrum/political compass. I differentiate between major political ideologies. I explain policies and proposals based on political ideology. I examine how various political ideologies evolved from political philosophies. I evaluate a variety of political ideologies. I evaluate various forms of government as democratic or undemocratic. I interpret perspectives, frames of reference, and biases in political ideologies.
		Key Global Competencies:
		<ul style="list-style-type: none"> • Formulates and expresses insightful questions and opinions to generate novel ideas • Asks effective questions to acquire knowledge • Respects a diversity of perspectives
Resources		
Video	Website	Document
Political Ideology: Crash Course Forms of Government	Political Compass Political Typology “ I Side With” Calculated Politics: Federal Election Polling	

SCO 1.3 Students will evaluate how political ideologies impact governance.		
Concepts and Content		I Can – exemplars:
Political parties as representations of ideologies Political platforms as representations of ideologies Public policy as representations of ideologies Comparative ideologies (provincial, international, etc.)		I deconstruct ideologies of various political parties. I evaluate the influence of political ideologies on public policy. I debate the merits of specific public policies. I compare parties, platforms, and policies across various regions.
		Key Global Competencies:
		<ul style="list-style-type: none"> • Sees patterns, makes connections, and transfers learning from one situation to another, including real world applications • Voices opinions and advocates for ideas • Acquires, processes, synthesizes, interprets, and critically analyses information to make informed decisions (critical and digital literacy)
Resources		
Video	Website	Document
How do Political Parties Work	Official Party Websites Vote Compass Student Vote : Lesson Plan on Political Parties Pollenize : Informing Voters	

GCO 2 Political Systems

SCO 2.1 Students will explain the structure and operations of governance in Canada.	
Concepts and Content	I Can – exemplars:
Democracy Constitutional Monarchy Representative Democracy Parliamentary Democracy Federalism Indigenous governance (differs across Canada) Constitution (especially Sections 91 and 92) Branches of government (Legislative, Executive, Judicial) Charter of Rights and Freedoms Election process Majority versus Minority Government versus Opposition House of Commons Senate Cabinet Parliamentary Committees Prime Minister/Premier Governor General/Lieutenant-Governor Political Parties Member of Parliament (MP)/Member of Legislative Assembly (MLA) Indian Act Bilingualism	I identify the various sections of the Canadian Constitution. I classify the division of power between different levels of government. I explain the concept of Indigenous governance. I explain the process for filling the various roles in our government. I explain the influence of culture and language on governance. I propose alternate electoral systems. I assess our current system of government as it pertains to serving peoples in Canada.
	Key Global Competencies: <ul style="list-style-type: none"> • Understands Indigenous traditions and knowledge and its place in Canada • Develops identity in the Canadian context (e.g., origin and diversity) and considers one's connection to others and the environment • Enhances a concept, idea, or product through a creative process • Communicates effectively and respectfully in different contexts in oral and written form in French and/or English and/or Mi'kmaq or Wolastoqey

Resources		
Video	Website	Document
<p>Springtide 3-minute citizen videos on Canadian levels of government</p> <p>Legicate Yo'self : NB Legislature From Green Party NB</p> <p>Civix Voter Education</p>	<p>Correctional Service Canada – Educational Resources</p> <p>Parliament of Canada: Learn about Parliament</p> <p>Parliament of Canada: Classroom Activities</p> <p>Legislative Assembly of New Brunswick</p> <p>Student Legislative Seminar</p> <p>Parliament of Canada: Current Members of Parliament</p> <p>Supreme Court of Canada: Educational Kit</p> <p>Civix (Student Vote, Student Budget) - in particular, secondary resources found at http://civix.ca/resources/category/secondary-lessons/</p> <p>These pages provide information about projects– Rep Day, Student Vote, Budget Consultations, and Newswise. In the second link, teachers will find 13 lesson plans on the political spectrum, governance & democracy, federal versus provincial governance, rights and responsibilities, and engaged citizenship. The final 4 lessons are specific to Ontario but still have applications.</p> <p>Open Parliament: Current bills in Parliament</p> <p>Student Vote Activity Guide – Lesson Plans</p> <p>Elections Canada – Teachers' Corner</p> <p>Elections New Brunswick – Teachers' Toolkit</p> <p>Democracy Week</p>	<p>Documents:</p> <p>Mi'kmaw Resource Guide: Treaties on pg. 26</p>

SCO 2.2 Students will analyse political decision-making in Canada.		
Concepts and Content		I Can – exemplars:
Bill Law Committee work Economic systems (macroeconomics) Public policy Current issues Special interest groups Lobbying Parliamentary debate Judicial influence Interpretation of Law		I explain how a bill becomes a law. I examine bills and laws in Canada. I dissect various influences on political decision-making. I debate the complexity of political decision-making in a culturally diverse society.
		Key Global Competencies:
		<ul style="list-style-type: none"> Recognizes discrimination and promotes principles of equity, human rights, and democratic participation. Participates in teams, establishes positive and respectful relationships, develops trust, acts cooperatively and with integrity Connects, constructs, relates, and applies knowledge to all domains of life such as school, home, work, friends, and community
Resources		
Video	Website	Document
The Lost Art of Democratic Debate (TED) How a Bill Becomes a Law : Springtide	Parliament of Canada: Committee Simulation Student Budget Consultation Principles respecting the Government of Canada with Indigenous peoples Open Parliament: Current bills in Parliament Current Business in NB Legislature Setting the Agenda : Parliamentary Scheduling Activity	Choosing a Cabinet

SCO 2.3 Students will compare structures and operations of various government systems.		
Concepts and Content		I Can – exemplars:
Different democratic government systems Democratic versus non-democratic systems Parliamentary systems Presidential systems Federal versus Unitary		I compare government systems in Canada and the United States. I compare governance in Canada to governance in other democratic government systems. I compare governance in Canada to non-democratic government systems. I outline the evolution of government systems over time. I analyse the current condition of the main principles of democracy.
		Key Global Competencies:
		<ul style="list-style-type: none"> • Communicates using a variety of media • Makes discoveries through inquiry research • Reflects on thinking, experience, values, and critical feedback to enhance learning
Resources		
Video	Website	Document
	International Institute for Democracy and Electoral Assistance Student Vote: Government and Democracy Canada versus United States CIA World Factbook Comparing Canada and US Governments Lesson Plan on Democracy around the world from Canada's Democracy Week Index Mundi: World Factbook	Canada vs. US (Political Science 120 2006 curriculum document)

SCO 2.4 Students will investigate how governments function in the international community.	
Concepts and Content	I Can – exemplars:
Inter-government Organization (IGO) United Nations North Atlantic Treaty Organization (NATO) European Union (EU) International Trade North American Free Trade Agreement (NAFTA) Diplomacy (Unilateralism, Bilateralism, Multilateralism) Terrorism Non-government Organizations (NGO) Multinational Corporations Environmentalism Migration Asylum seekers Refugees Immigration Globalization Treaties	I explain the role of the United Nations. I examine issues in international politics. I analyse the relationship between government systems and international organizations. I justify the importance of international cooperation. I evaluate how Canada and other nations establish order and security in a global context.
	Key Global Competencies: <ul style="list-style-type: none"> • Co-constructs knowledge, meaning, and content • Tests hypotheses and experiments with new strategies or techniques • Acquires, processes, synthesizes, interprets, and critically analyses information to make informed decisions (critical and digital literacy) • Recognizes discrimination and promotes principles of equity, human rights, and democratic participation

Resources		
Video	Website	Document
	<p>Classroom Connections : Cultivating Peace</p> <p>Taking It Global</p> <p>OECD</p> <p>China/EU/Canada Case Study : Carleton University and Center for European Studies</p> <p>Global Affairs Canada</p> <p>UN High Commission on Refugees</p> <p>Is this Climate Change – Lesson Plan</p> <p>Weather Data, Research and Learning: Government of Canada</p> <p>Canada Now and In the Future – Canadian Geographic Lesson Plan on Resource Depletion</p> <p>Future Population Trends – Canadian Geographic Lesson Plan</p> <p>100 Years of Immigration to Canada – Middle School Canadian Geographic Lesson Plan (but great resources identified)</p> <p>Canadian Immigration</p> <p>Refugees and Asylum Seekers</p> <p>Voices Into Action: Lesson Plan on “Immigration” (you must register to gain initial access to this site)</p>	

GCO 3 Political Engagement	
SCO 3.1	Students will examine the rights, responsibilities, roles, and status of individuals and groups in Canada.
Concepts and Content	I Can – exemplars:
<p>Needs versus Wants Individual Rights versus Common Good UN Declaration of Human Rights UN Declaration on the Rights of Indigenous Peoples Charter of Rights and Freedoms Privilege Marginalization Power Cultural Diversity Gender equality Responsible Citizenship Truth and Reconciliation Commission</p>	<p>I debate the complexity of individual rights versus the common good. I examine human rights issues that have challenged laws in Canada. I understand my rights under the Charter of Rights and Freedoms as well as the United Nations Declaration of Human Rights. I articulate the inherent responsibilities of citizenship. I can investigate the historic and current work to gain rights for marginalized groups in Canada. I can identify my responsibilities as a person living in Canada.</p>
	Key Global Competencies:
	<ul style="list-style-type: none"> • Learns from, and contributes to, the learning of others • Addresses disagreements and manages conflict in a sensitive and constructive manner • Learns from and with diverse people and develops cross-cultural understanding

Resources		
Video	Website	Document
<p>Third World Canada (password is: endthirdworld)</p>	<p>The Learning Circle: Classroom Activities on First Nations in Canada – Unit 7 focuses on treaties and unit 8 focuses on self-governance</p> <p>Third World Canada Modules 1-4 (Password is: TRC94). Download the modules, powerpoints, and maps.</p> <p>Truth & Reconciliation Calls to Action</p> <p>Indigenous and Northern Affairs Canada: The Government of Canada’s Approach to Implementation of the Inherent Right and the Negotiation of Aboriginal Self-Government.</p> <p>Indigenous and Northern Affairs Canada: Comprehensive Land Claim and Self-Government Negotiation.</p> <p>Centre for First Nations Governance (particularly, “A Brief History of Our Right to Self-Governance Pre-Contact to Present”).</p> <p>Indian Act</p> <p>Indigenous and Northern Affairs Canada: Peace and Friendship Treaties</p> <p>Women’s Suffrage In Canada Education Guide</p> <p>Black History in Canada Education Guide</p> <p>CBC Lesson Plan on NATO</p> <p>United Nations Association in Canada: Teachers’ Corner</p> <p>Youth for Human Rights Education Kit</p> <p>National Centre for Truth and Reconciliation resources</p> <p>World Largest Lesson Plan for Sustainable Development Goal #16 Lesson 1 Lesson 2</p> <p>Beyond 94: TRC Tracker</p> <p>WE Stand Together Connection Points: TRC Conversations</p> <p>Indspire: Collection of indigenous resources</p>	<p>Poverty or Prosperity: Indigenous Children in Canada</p> <p>Inequality Explained: Hidden Gaps in Canada’s Education System</p> <p>Broadbent Institute – Income Inequality</p>

SCO 3.2			Students will investigate methods used by media, governments, and political groups to influence public opinion.		
Concepts and Content			I Can – exemplars:		
Media Literacy Polls Propaganda Bias Partisanship Fact/Value Distinction Communication technologies			I identify my own personal bias in how I consume messaging. I examine the various influences on public opinion. I identify bias in media and other messaging, and the intended and unintended consequences of that bias. I compare the coverage of a political event or topic in different mass media or in the different social media feeds of different people.		
			Key Global Competencies:		
			<ul style="list-style-type: none"> • Engages in an inquiry process to solve problems • Creates a positive digital footprint • Cultivates emotional intelligence to understand self and others 		
Resources					
Video		Website		Document	
		Newseum ED AllSides : Balanced news study The Poll Dance : Making Sense of Political Polling Calculated Politics : Federal Election Polling Stanford Education : Civic Online Reasoning Media Smarts : Digital Literacy/Bias in News Source Media Smarts : Elections The Influence of Technology on Elections			

SCO 3.3 Students will model responsible citizenship.	
Concepts and Content	I Can – exemplars:
<p>The intention of this outcome is to allow the students to take action directed by their learning.</p> <p>The action will be informed, ethical, and empowering.</p>	<p>I about political issues from various sources.</p> <p>I make reasoned, ethical judgements about political issues, decisions, and developments.</p> <p>I make an action plan to address a political issue.</p> <p>I contribute to society and the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner.</p>
	<p>Key Global Competencies:</p> <ul style="list-style-type: none"> • Solves meaningful, real-life, complex problems • Contributes solutions to complex social, economic, and environmental problems • Takes risks in thinking and creating • Contributes to society and the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable and ethical manner • Engages in local, national and global initiatives to make a positive difference • Learns the process of learning (metacognition) (e.g. independence, goal-setting, motivation)

Resources		
Video	Website	Document
	Ecological Literacy: Developing Active Citizenship Skills Cultivating Peace www.amnesty.ca Facing the Future Developing Active Citizenship Skills Being an Active Citizen Social Justice Action Plan Inspiring Global Citizens - An Educator's Guide	

5. Bibliography

Common Content

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6. Appendices

6.1 New Brunswick Global Competencies



6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

<p>Is there a form of assistive technology that could be used to enhance/facilitate this lesson?</p>	<p>Screen readers, screen magnifiers, speech-to-text, text-to-speech, etc.</p>
<p>Are there materials which can appropriately challenge readers to enhance this learning?</p>	<p>The Social Studies ONE site offers resources which can extend learning for students who require more challenging course material.</p>
<p>Are there students in this group who cannot access this learning (PLP background) and whose needs I must revisit before teaching?</p>	<p>Teachers should view previous PLP information for considerations.</p>
<p>Are there other choices that can be provided in this learning opportunity?</p>	<p>Learning can be differentiated for outcomes as well as for depths of learning and methods of demonstrating learning.</p>
<p>Is there another/a variety of media available? Only paper-based? Can it be listening? Can I add a visual component?</p>	<p>The Social Studies ONE site offers resources that include visual and auditory means of learning about Social Studies topics.</p>

Can movement be involved?	Students can perform this learning on any device.
Grouping and regrouping?	Learning can be cooperative and team-based. Learning can be demonstrated using virtual means and in games and competitions.
Teacher versus non- teacher centered? Instructional design strategies –...	Learning always revolves around the teacher, but opportunities exist for students to be more self-directed and self-paced using online resources and project-based learning. Students can self-initiate projects.
Opportunities for students to propose variations to the assignments/projects?	Students may propose any variations that will demonstrate achievement of the curriculum outcomes in this course.
Use of art /music / technology?	Almost all student resources for this course are available online. There are many additional online resources, including web sites and videos, listed on the Social Studies ONE site .
Can I use drama? Art....	Multiple modes of artistic expression can be used both to understand, explain, and demonstrate learning about Social Studies topics including ethical, historical, geographical, cultural, sociological, and philosophical elements.
Is there a plan to support the student/s who might already know this subject matter? Enrichment	Students can prove prior learning and have opportunities to advance and enrich their own learning. This can be through self-initiated project proposals at various degrees of independence.

<p>Does the language level need to be adjusted for the student to access this learning?</p>	<p>This course is highly dependent on the use of the English language. While students can use online translators for context, the demonstrations of learning are usually done in English. The teacher may wish to search for online lessons that are multi-lingual dealing with big concepts in the Social Studies such as justice, citizenship, etc.</p>
<p>Is there an independent or collaborative activity-project that would be better meet the needs of one or more students?</p>	<p>This course is best taught using an inquiry approach, which lends itself to project-based learning. Course work can be done independently or collaboratively, based on the needs of the student.</p>
<p>Are there any experts that I could bring into the classroom electronically or as a guest speaker?</p>	<p>There are many experts available, locally and online, as well as seminar and lecture videos such as TED talks, etc.</p>
<p>Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more relevant?</p>	<p>Create, start, and adjust the unit based on the students' interests. There may be many different entry points to a topic based on student readiness, background, and interest, as well as local connections.</p>
<p>Is there a hands-on experience that we could do to launch this lesson or this learning?</p>	<p>Learning in the Social Studies is effective when planned through local, place-based approaches. Teachers should seek out opportunities to connect curriculum content and concepts with experiences in the local community.</p>