

British Columbia Social Studies Curriculum

Grade 11 Civics Studies 2005

Rationale - to enhance students' abilities and willingness to participate actively and responsibly in civic life....becoming informed decision makers empowered in civic action.

Curriculum Organizers

- Skills and Processes of Civic Studies
- Informed Citizenship
- Civic Deliberation
- Civic Action

Prescribed Learning Outcomes

Informed Citizenship

It is expected that the student will:

- Demonstrate knowledge of historical and contemporary factors that help
 - Define Canadian civic identity, including....roles of individuals in society international relations
- Compare human rights provisions in Canada and internationally with respect to
 -UN Universal Declaration of Human Rights
- Describe organizations that govern relations among nations including those dealing with - peace and security - trade and commerce - international justice
 - Social and environmental issues

Suggested achievement indicators:

- Describe the role of key international bodies to which Canada belongs or recognizes, specifically those dealing with
 - Peace and security (e.g., NATO)
 - Trade and economics
 - International justice (e.g., International Criminal Court)
 - Social and environmental issues
- Identify Canadian federal governmental departments and agencies responsible for international relations (e.g., Department of Foreign Affairs, Canadian International Development Agency, ...)

Civic deliberation

It is expected that the student will:

- Evaluate the relative abilities of individuals, governments, and non-governmental organizations to affect civic change in Canada and the world

- Analyse the domestic and international efforts of Canada's record with respect to issues and events in one or more of the following categories: - environment – trade - foreign aid - peace and security

Suggested achievement indicators:

- Using specific case examples, critique the ways in which decisions are made in selected public institutions (e.g., courts, councils, Parliament, United Nations)
- Analyse the influence of institutions and non-governmental organizations on public policy
- Select and defend a position on Canada's policies and actions with respect to a selected domestic or international issue or event that falls into one or more of the following categories : - environment - trade – foreign aid
 - Peace and security - human rights
- Identify and compare the domestic and international effects of selected
 - Canadian policies and actions
- Compare Canada's position on a selected international issue or event with that of at least one other country

Civic Action

It is expected that the student will:

- Evaluate the citizen's role in civic processes locally, provincially, nationally and internationally
- Apply skills of civic discourse and dispute resolution, including consensus building, negotiation, compromise and majority rule-
- Evaluate the ethics of selected civic decisions
- Implement a plan for action in a selected local, provincial, national or international civic issue

Suggested achievement indicators:

- give examples of the role of civic organizations and processes in their daily lives identify and describe methods and philosophies of civic action (e.g., non-violent, boycott, lobbying, civil disobedience, direct action)
- compare and evaluate the impact of various types of nonviolent citizen participation (e.g., advocacy, community service, voting, serving on juries, running for political office) in resolving civic issues in Canada
- explain available processes of and resources for civic discourse (e.g., petitions, letters to the editor, protest demonstrations, election campaigning, lobbying elected representatives, mediation, arbitration, litigation, Ombudsman, public inquiries, joining a political party)
- select relevant case examples of individual or collective civic action and assess their effectiveness

Grade 11 Social Studies 2005

Rationale - to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.

Curriculum Organizers

- Skills and Processes
- Politics and government
- Autonomy and international involvement
- Human geography
- Society and identity

Prescribed learning outcomes

Autonomy and international involvement

It is expected that students will

- describe Canada's evolution as a politically autonomous nation
- assess Canada's role in international affairs with reference to
 - Human rights
 - United Nations
 - Cold war
 - Modern conflicts

Suggested achievement indicators

- Recognize the importance of both individual and collective action in addressing human rights issues (e.g., response to the Holocaust, refugee policy, land mines treaty, Rwandan genocide)
- Evaluate Canada's contributions to the U.N. (e.g., peacekeeping, role on the Security Council, participation in the UN agencies)
- Describe Canada's involvement in the Cold War
- Evaluate Canada's response to modern conflicts (e.g., Korean War, Suez Crisis, Bosnia, 1991 Gulf War)