




## SCOPE & SEQUENCE

### GR. 10 – SOCIAL 10



## Student Task

**GRADE 10: Social 10****TOPIC A: Canada in the Twentieth Century****TOPIC B: Citizenship in Canada****TASK: Position Paper “Should Quebec Separate from Canada?”****PRODUCTIVITY TOOLS: Internet Research, Word Processor****TIMELINE: 5 Weeks for the Entire Unit****LEVEL OF DIFFICULTY: Project**

Early in the term, the students will be informed that at the end of the term, they will be expected to write a position paper. They will be given an outline of how to write an essay, as well as instructions to reinforce their writing skills.

Background information given in class:

- ☐ Overview of Canadian history from 1500-2000 emphasizing French, English and native relations
- ☐ Louis Riel Rebellions or Resistances
- ☐ Manitoba Schools Question
- ☐ Conscription Crisis of WWI
- ☐ Maurice Duplessis Years
- ☐ Quiet Revolution and Jean Lesage
- ☐ The FLQ Crisis
- ☐ Federalist/Separatist Solution
- ☐ Trudeau, Mulroney, and Chretien vs. Levesque, Parizeau, and Bouchard

Throughout the unit, students will have the opportunity to have the teacher critique and edit their work.




## ICT Outcomes

**The learner will:**

- C1** 4.1 plan and perform complex searches, using more than one electronic source
- 4.2 select information from appropriate sources, including primary and secondary sources
- 4.4 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues
- C2** 4.1 consult a wide variety of sources that reflect varied viewpoints on particular topics
- 4.2 evaluate the validity of gathered viewpoints against other sources
- C3** 4.1 assess the authority, reliability and validity of electronically accessed information
- 4.2 demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic
- C6** 4.5 evaluate the appropriateness of the technology used to investigate or solve a problem
- C7** 4.1 use appropriate strategies to locate information to meet personal needs
- F3** 4.2 record relevant data for acknowledging sources of information, and cite sources correctly
- 4.3 respect ownership and integrity of information
- F4** 4.3 identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic information
- P1** 4.1 continue to demonstrate the outcomes achieved in prior grades and course subjects (*in this case: header/footer, bibliography*)





## Curriculum Outcomes

### **GRADE 10: Social 10**

#### **TASK: Position Paper “Should Quebec Separate from Canada?”**

#### *Generalizations and Key Understandings*

#### **TOPIC A: Canada in the Twentieth Century**

##### ***THEME II: Regionalism***

- c. regional differences both strengthen and challenge Canadian unity

Concepts: national unity, regional unity, separatism, alienation (Quebec separatism, Quiet Revolution, demands for special status, western alienation)

- d. regional differences are accommodated in various ways

Concepts: federalism, equalization (Constitution Act of 1982, federal-provincial levels of governments, e.g., Meech Lake Accord)

##### ***THEME III: Identity***

- a. Canadians identify with community, region and nation

Concepts: Canadian identity

- c. bilingualism and multiculturalism are fundamental to the Canadian identity

Concepts: bilingualism, multiculturalism (first peoples, two founding peoples, other cultural groups, bilingual policies, multicultural policies)

- d. interaction among groups influences one’s identity

Concept: cultural identity (majority-minority status, assimilation, cultural maintenance, cultural promotion)

#### **TOPIC B: Citizenship in Canada**

##### ***THEME I: Politics and Government***

- a. politics are a feature of everyday life

Concepts: decision-making (identify examples of consensus, decision-making at provincial and national levels)

##### ***THEME III: Rights and Responsibilities***

- b. there are basic human rights that need to be protected

Concepts: human rights (examples of situations where human rights were not protected, e.g., Natives)

- c. there are various means that help to protect and preserve rights in Canada

Concepts: entrenchment of rights, safeguarding rights (Canadian Charter of Rights and Freedoms 1982, Aboriginal Rights, Official Languages Act)

#### ***Skill Objectives, Process Skills***

- identify and use relevant information from print and non-print sources
- distinguish between fact and opinion
- analyze a variety of alternative positions on a problem or an issue
- recognize underlying assumptions on an issue

#### ***Communication Skills***

- present ideas effectively in class discussion
- defend a position in a short written assignment

#### ***Inquiry Skills***

- develop further the creative and critical thinking skills necessary for responsible citizenship
- develop the ability to consider alternatives, make decisions and substantiate their choices
- examine the processes whereby decisions affecting themselves and society are made
- propose and evaluate alternative decision-making models
- use appropriate inquiry models to answer questions, solve problems and resolve issues

#### ***Attitude Objectives***

- a willingness to accept responsibility for the consequences of one’s actions
- an appreciation of and a respect for the rights of others
- an appreciation of the fact that citizenship involves participation in the community and the nation

