



World Issues 120

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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, where all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is: *“To have each student 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 (February, 2018)

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 J for full details.

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

Universal Design for Learning is a “framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also “...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- **Multiple means of representation:** provide diverse learners options for acquiring information and knowledge
- **Multiple means of action and expression:** provide learners options for demonstrating what they know
- **Multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at the CAST website, download the UDL reference handout, or refer to the appendices section of this document.

UDL is neither curriculum nor a checklist. If it were either one of those things, it would oversimplify the act and professionalism of teaching. As an educator, you have taken courses in pedagogy, classroom management, and theory. You have a collection of tools, resources, and strategies you have learned recently or over the years. The structure of UDL guides you to actively, attentively, and purposely pull from that collection. It also asks you to possibly think differently. The Difference: Because UDL is a framework versus a curriculum, teachers are in full control in designing the learning environment and lessons (p. 4, *Design and Deliver*).

Louis Lord Nelson (2104) *suggests* the following reflective questions to support planning (p. 134):

When I plan my lessons do I:

- *Have a clear goal?*
- *Know how I am going to measure whether students have met the goal?*
- *Create activities and assignments that guide students toward the lesson goal?*
- *Create lessons and activities designed with options mentioned under the three principles of Engagement, Representation and Action and Expression?*
- *Create assessments directly related to the lesson's goal?*
- *Create assessments designed with the options listed under Action and Expression?*
- *Use a variety of tools and resources to create my lesson plans?*

Nelson makes the following recommendation:

Start small. Choose one focus within the framework. Choose one focus within your practice. Enlist the involvement of other teachers, and talk with each other about your experiences. Trade suggestions. Share experiences. Share successes. Watch for change. (p. 136)

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.

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 N.B. Department of Education and Early Childhood Development (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. NB EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2 Pedagogical 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 throughout the learning cycle. Teachers use their professional skills, insight, knowledge, and specific criteria to determine student performance in relation to learning outcomes. Assessment is more effective if it is ongoing, participatory (formative assessment), rather than reserved for the end of a period of learning to determine a mark (summative evaluation). Each type of assessment has a different purpose, but all should be used to inform decisions regarding teaching and learning. Classroom assessment practices should be “balanced” (i.e., include both types), but the emphasis needs to be placed on ongoing formative assessment.

Evidence of learning needs to be collected from a variety of sources throughout the year. Some examples of assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Role plays
- Technology Applications
- Projects and Investigations
- Checklists/Rubrics
- Responses to texts/activities
- Reflective Journals
- Self and peer assessment
- Career Portfolios
- 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 prepared by the EECD.

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 the area of assessment and evaluation, contact the Department of Education and Early Childhood Development.

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. All New Brunswick curricula include references to literacy practices and materials are available to embed explicit strategies for strengthening comprehension and to help teachers strengthen their students' reading skills.

Key documents that highlight specific cross- curricular strategies include: **K-2 Literacy Look Fors**, **3-5 Literacy Look Fors**, **Cross-Curricular Look Fors** (Grades 6-12) and **Cross-Curricular Reading Tools**. These documents describe learning environments and key strategies that support cross-curricular literacy practices.

3. Subject Specific Guidelines

3.1 Background

The World Issues 120 course has the potential to be a valuable experience for our students. In this course, students and teachers can draw upon the social sciences disciplines as well as other subject areas to frame their individual worldviews. If approached meaningfully and authentically, this course can demonstrate how all subject areas are used to understand and to solve significant local, national and global challenges. World Issues 120 can encapsulate the student's high school experience all the while leaving the door open for competencies development long after they have moved on.

The effective teacher is one who introduces relevant issues, engages students to interact with the issue through varied perspectives and sources, and then invites them to demonstrate what they have learned and, in many cases, offer solutions. In other words, the students themselves show that there is clear evidence that their learning has been enhanced. To achieve this, the teacher and student experiences must be based upon critical, authentic and experiential inquiry. That is to suggest that students have the opportunity to deal with many real-life, real-time experiences. All teachers wish to have an impact in the classroom; the teacher who is constantly and sincerely in search of a deeper understanding of significant issues may well be the person who has the greatest influence on learning.

*To make freedom their home, children must have teachers who themselves are free, teachers who have the freedom to think, to step beyond constraints in order to daily and sensitively create and recreate a meaningful curriculum that fosters children's decision-making and connectedness with others. **A teacher in search of his/her own freedom may be the only kind of teacher who can arouse young persons to go in search of their own.***

Carol Seefeldt, *Social Studies: Learning for Freedom.*

Building upon the knowledge, skills, and attitudes developed through the social studies experience, the World Issues 120 course provides students with the opportunity to enhance their understanding of global events and issues as well as to continue to develop their collaborative, critical thinking and problem-solving competencies. Following a critical inquiry approach, teachers and students will explore relevant and representative issues that will lead to a deep understanding of the processes, strategies and structures of nations, institutions, and organizations that exist to work toward a peaceful and sustainable world. While recognizing and striving to enhance all student competencies (graduation expectations), the over-arching goal of this course is to teach for civic competence – an informed and engaged citizen with an eye to the world and an understanding that all of the peoples of the world share a common humanity.

3.2 Course Description

Students will examine the global challenges of building a sustainable and equitable future, focusing on current issues that demonstrate these challenges. Students will investigate a range of topics relevant at the time of study. The course provides opportunity for student choice within the themes of “humanity,” “interdependence,” and “geopolitics.”

Pre-requisites

The pre-requisite for this course is Modern History 113, 112, 111, or FI Modern History. World Issues 120 is a course that is designed for all learners and should be promoted and taught with an understanding that the content and activities are accessible for all learners and that there are subjects explored that will be of interest to most students.

Considerations in Lesson Planning:

It is very important that students understand at the outset that the course will provide them with a greater understanding of world events and issues by:

- a) exploring the literature generated and the research conducted by academics;
- b) engaging with traditional and social media;
- c) analyzing the perspectives of key players; and,
- d) considering the perspectives offered by fellow classmates and teachers.

To effectively and authentically illustrate the notion that all of these ideas will be openly discussed, it may be a good idea to begin the course with activities that address open discussion that is based upon respect for diverse views. It is essential that teachers prepare students, through explicit instruction and experiences, about how to discuss issues with respect. It is also imperative that teachers discuss openly with their students about the need to establish “a community of thinkers”.

For valuable approaches that assist to establish this type of classroom environment, refer to the Critical Thinking Consortium (TC2): <https://tc2.ca/en/creative-collaborative-critical-thinking/professional-learning/teachers/new-to-the-tc-approach/> . There are several classroom-friendly resources to download, but look for the two documents: *Introduction to the TC² conception of critical thinking* and *The spirit of inquiry* that will assist with the classroom approach and environment.

World Issues encompasses too many issues able to be covered in one semester. This course provides the opportunity for student choice on topics most relevant for study.

3.3 Curriculum Framework

The World Issues 120 curriculum outcomes stem from the general curriculum outcomes for all social studies curricula. These six general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Each of these outcomes provides a lens or perspective that can be used to approach the issues chosen for study.

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, geographic awareness, and critical inquiry are considered and implemented. To encourage this approach, most of the sample lessons present an idea for a ‘thinking focus’. Although not all of the World Issues material is historical, there are several modules that have historical texts and narratives to provide a richer context. Where this is the case, the module includes a ‘historical thinking focus’. As teachers and students explore the issue, they may do so by applying one of the historical thinking concepts. In order to effectively engage in the exploration of issues and to develop solutions to local, national, and international problems, an awareness of geography is essential. To spark and maintain student interest, teaching the students how to develop key critical inquiry questions is required. Each of the learning modules includes a section that directs the teacher and student to consider and apply these dimensions.

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: <http://historicalthinking.ca/> or The Centre for the Study of Historical Consciousness: http://www.cshc.ubc.ca/projects/#historical_thinking .

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)

Outcomes

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

General Curriculum Outcomes (GCOs) are overarching statements about what students are expected to learn in each strand/sub-strand. There are 3 general outcomes for this curriculum:

Humanity

Students will deepen their understanding of the world by exploring the unity and diversity of the human experience. They will examine how economic, cultural, and environmental factors have shaped remarkably different societies around the world. Students will develop a sense of common humanity that is open to diverse value systems and ways of life.

Interdependence

Students will learn to think critically about their own place within the interdependent systems that link humans to each other and to the natural world. They will develop an ethical perspective on important global issues and will consider the broader consequences of their own decisions and actions. They will practice the collaborative skills that are needed to tackle complex global problems.

Geopolitics

Students will develop an understanding of the rights and responsibilities of citizenship and will learn about the role of governance institutions at the local, national, and global levels. They will explore the origins and consequences of conflict and the strategies that have been used to diffuse and end conflict. They will become motivated to act effectively and responsibly for a more peaceful and sustainable world.

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

Curriculum Outcomes Summary Chart

General Curriculum Outcome 1 – Humanity

Students will deepen their understanding of the world by exploring the unity and diversity of the human experience. They will examine how economic, cultural, and environmental factors have shaped remarkably different societies around the world. Students will develop a sense of common humanity that is open to diverse value systems and ways of life.

General Learning Outcome	Humanity: Students will examine the unity and diversity of the human experience.
Specific Learning Outcomes	1.1 analyze factors that influence the distribution of wealth locally, nationally, and internationally;
	1.2 investigate different conceptions of quality of life including conceptions beyond those measured by economic success; and
	1.3 demonstrate cross-cultural understanding of identity, diversity, and unity.

General Curriculum Outcome 2 - Interdependence

Students will learn to think critically about their own place within the interdependent systems that link humans to each other and to the natural world. They will develop an ethical perspective on important global issues and will consider the broader consequences of their own decisions and actions. They will practice the collaborative skills that are needed to tackle complex global problems.

General Learning Outcome	Interdependence: Students will examine their own place within the interdependent systems that link humans to each other and to the natural world.
Specific Learning Outcomes	2.1 analyze issues resulting from interactions among individuals, groups, and societies;
	2.2 analyze actions that support peace and sustainability; and
	2.3 demonstrate personal and social responsibility for a peaceful and sustainable world.

General Learning Outcome 3 - Geopolitics

Students will develop an understanding of the rights and responsibilities of citizenship and will learn about the role of governance institutions at the local, national, and global levels. They will explore the origins and consequences of conflict and the strategies that have been used to diffuse and end conflict. They will become motivated to act effectively and responsibly for a more peaceful and sustainable world.

General Learning Outcome	Geopolitics: Students will examine the rights and responsibilities of citizenship and the role of governance institutions at the local, national, and global levels.
Specific Learning Outcome	<p>3.1 define geopolitics;</p> <p>3.2 analyze the origins; evolution; and local, national, and/or global responses to conflicts;</p> <p>3.3 evaluate causes, consequences, and solutions to violations of a group or individual's human rights; and</p> <p>3.4 assess social justice initiatives, demonstrating responsible citizenship, from various institutions and agencies including governments, NGOs, and individuals.</p>

Lesson Plans

The World Issues 120 curriculum has been designed to be flexible for students and teachers, and should remain current and dynamic. In the sample lesson plans, some sections are less detailed than others, opening the door for teachers and students to offer ideas of their own. As relevant issues, movements, terminology, and trends emerge, the curriculum may be adjusted to reflect an exploration of these. Teachers' and students' ideas and innovations on learning and assessment are welcomed.

Section 4 will introduce you to the three units: Humanity, Interdependence, and Geopolitics. Each of these three units may be regarded as 'critical pathways' to targeting outcomes.

Sample lesson plans have also been created offering teachers various approaches to meeting specific curriculum outcomes. Each lesson plan follows a consistent format:



General Learning Outcome - provides an explanation of the unit and of the general learning outcome to be targeted.

Specific Learning Outcome(s) - offers a statement of the more specific targets to attain. Several lessons assist students to enhance their competencies and hit more than two or three outcomes; however, the SLOs identified are the key targets.

Critical Inquiry Question(s) - provides teachers with a guide to assist to develop effective critical questions.

Thinking Focus - presents an idea for a higher order learning opportunity.

Glossary of Specialized Terms - for enhanced literacy, context, and clarity, key terms specialized within the subject or issues explored, are defined.

Backgrounder - historical texts or narratives are offered to enrich the context in which to anchor the exploration of the issues.

Anchoring the Learning - provides a suggestion for a way to initiate student interest in the topic. Thought-provoking anchoring activities follow a constructivist view that by tapping into existing student knowledge, teachers can more effectively engage students in new learning. The anchoring activity should provide an opportunity for student curiosity to arise at the start of a lesson. For example, in the lesson on human trafficking, the anchoring activity begins when students enter the room and see the diagram of the cross-section of a slave ship at the height of the Atlantic Slave Trade. Students are asked to examine the diagram and to make inferences through guiding questions. They then compare this with a recent photograph depicting humans hidden in a false compartment of a truck as it passes through customs. The students are asked to identify examples relating to the historical thinking benchmark – continuity and change.

Possible Assessments/Check for Understanding - each lesson contains ideas for the triangulation of data for assessment - ideas for observations, conversations, and products. These ideas are inserted throughout the lesson, at key stages, to encourage teachers to apply formative processes as they assess. Assessment should be used to check for understanding and to provide feedback for the improvement of learning throughout the critical inquiry process. For a detailed explanation and more assessment ideas, see the section on assessment below.

Critical Inquiry Directions – provides specific directions for the lesson. It is important to note here that these directions may be adjusted to meet student interests, to provide for more detail, and to explore different case studies and examples. Depending upon teacher discretion, expertise, experience, and knowledge of their own students' abilities and interests, the directions may be amended to best target the specific learning outcomes.

Extensions - additional ideas for extended learning are provided in this section. Although some ideas will be available here, keeping with the 'living curriculum' approach, teachers and students are encouraged to send ideas for extended learning to the EECD Social Studies Learning Specialist so that they may be inserted into the programme to enrich the experiences for all students in the province.

Resources and Bibliography – each lesson provides a list of resources, sources and links.

Assessment and Evaluation in World Issues 120

Assessment and evaluation are critical to the teaching and learning process. By collecting and examining evidence of students' learning on an ongoing basis, educators are able to make informed decisions about instruction to support improved student learning. They are well positioned to personalize instruction and maximize learning for all students as they compare the various forms of evidence with the learning outcomes or goals that students are expected to achieve. These actions and decisions directly support **New Brunswick's vision**: *Working together, in inclusive learning environments, to support each child and student in reaching their full potential.*

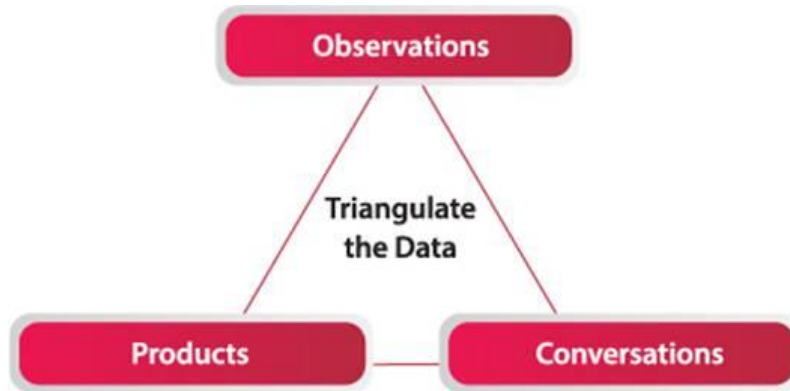
Over the past several years, New Brunswick has placed a greater emphasis on assessment and how it can positively impact learning. Educators at all levels are encouraged to be guided by the following principles of assessment:

- the purpose of all assessment is to obtain evidence of learning;
- assessment is a powerful tool to effect change for improvement;
- assessment is an integral component of an evidence-based, decision-making model; and,
- the effectiveness of assessment depends on users' understanding and appropriate application of results.

Triangulation of Data

To effectively evaluate and report on student learning, it is important that educators gather evidence from a variety of sources over time to ensure they have a comprehensive understanding of the learning of all students. Three generally agreed upon categories of evidence are observations, products and conversations (Lincoln & Guba, 1985; Davies, 2011; Cameron & Gregory, 2014). The following are examples of types of evidence within each category. It is important to note that some types of evidence can represent more than one category.

- **observations** (e.g., checklists, presentations, performance assessments, seminars, debates);
- **products** (e.g., projects, benchmark assessment, quizzes, end-of-unit tests, writing samples, journals/learning logs, portfolios, essays, film or article analyses, political or editorial cartoons, letters to politicians); and,
- **conversations** (e.g., self-assessments, interviews, conferences, peer feedback).



In her book, *Making Classroom Assessment Work*, Ann Davies offers some excellent advice with respect to gathering such evidence. She underscores the need to consider in advance the types of assessment evidence that will best capture or verify a student's learning with respect to identified learning expectations or goals. She also emphasizes the importance of involving students in the assessment process. According to Davies (2011, p. 53),

when you get ready to evaluate and report on how well students are doing in relation to what needs to be learned, you will first need to review the description of learning, check that you have the right kinds of evidence, and use these observations, products and conversations to answer the questions: Did this student learn what she or he needed to learn? How well? In order to make an evaluation, we may look at different collections of evidence for different students.

Further, Dylan Wiliam (2011) suggests that,

when the focus is on the decision that needs to be made, the teacher can then look at relevant sources of evidence that would contribute to making that decision in a smarter way.

(Embedded Formative Assessment, Dylan Wiliam, p. 45, 2011, Solution Tree Press)

The teacher is not sorting through data that has been provided to them, but using their professional judgment, gained through experience and reflective practice, to decide what evidence they need to collect to determine next steps for teaching and learning.

Evaluation

Rubrics/Criteria

Keeping with fair assessment practices, it is crucial that students understand the procedures for judging and scoring that are used to measure their achievement. When developing rubrics and/or criteria to measure student performance, it is more useful to involve students in the process. Co-constructing criteria with students is one of the most powerful facets of assessment for learning. Engaging students in the process of defining the learning goal and describing what success looks like, helps students focus their learning their efforts for quality work. When developing criteria to assess performance tasks attached to various modules, teachers and students should consider the specific learning outcomes that are highlighted in each module.

Portfolios

Portfolios are valuable assessment tools. They are a purposeful selection of student work that features a student's effort, progress, and achievement over time. Through a portfolio, students have the opportunity to reflect and assess their own learning as they engage in the assessment process and have some control in the evaluation of their learning. They make decisions in developing the criteria by which their portfolios will be evaluated.

Students set goals and then select pieces for their portfolio that reflect progress toward their goals. Teachers should place notes and work samples from informal assessments in the student's portfolio and confer with the student about his/her individual starting points, strengths, and needs. To assist students in understanding and exploring more complex and sophisticated ways of expressing their own thoughts and ideas, they may view exemplars (authentic examples of student work) that demonstrate exemplary skills in a given area.

E-portfolios are digitalized collections of artifacts, including demonstrations, resources, and accomplishments that represent a student. They are constructed, shared, and evaluated in an online forum. They allow students to showcase their competencies and reflect on their learning, and encourage personal reflection and the exchange of ideas and feedback. Students' technology literacy skills and experiences with digital media can be enhanced through the use of e-portfolios.

Exam Week

As noted above, portfolios and e-portfolios can provide an effective means for students to show and talk about what they will have learned throughout the course. It is for this reason that their use is highly encouraged. The portfolio should be comprehensive and should allow for accurate assessment of overall learning. The rigour of the course is such that an exam is not required. Interviews may be scheduled during exam week for students to share portfolios and demonstrate learning.

4. Curriculum

World Issues 120 is a semester-long course. Teachers will be able to teach the three themes in their order of preference. An integrated approach through the suggested units will allow for flexible attention to a number of outcomes within individual learning experiences.

General Curriculum Outcome: Humanity

The students will examine how economic, cultural, and environmental factors have shaped remarkably different societies around the world. Students will develop a sense of common humanity that is open to diverse value systems and ways of life.

In this unit on 'humanity' students will understand that there are many reasons why people live the way that they do. The students will see that sometimes ways of living and standards of living are within peoples' control and sometimes there are factors that affect the way people live that are outside of the control of individuals and groups.

GCO 1	Humanity: Students will examine the unity and diversity of the human experience.
Specific Learning Outcomes	1.1 analyze factors that influence the distribution of wealth locally, nationally, and internationally
	1.2 investigate different conceptions of quality of life including conceptions beyond those measured by economic success; and
	1.3 demonstrate cross-cultural awareness and understanding of identity, diversity, and unity.

SCO 1.1	analyze factors that influence the distribution of wealth locally, nationally, and internationally;	
Concepts and Content	Achievement Indicators	
<ol style="list-style-type: none"> 1. Demographics 2. Equality, Equity, Fair 3. Fertility rate 4. GDP 5. GNI per capita 6. Human Development Index 7. Infant mortality rate 8. Life expectancy 9. Literacy rate 10. Population doubling time 11. Population density 12. Poverty 	<p>Students will be able to examine various individual, provincial and national sources of wealth. As part of this examination, students will explain the terms, “demographics” and “demographic data”; identify and explain several HDI measures including life expectancy, infant mortality, population doubling time; explain Gross Domestic Product (and GDP per capita); describe some of the effects of poverty and inequality; and explain some of the factors contributing to economic inequality locally, nationally, and globally.</p> <p>Following this examination, students will be able to discuss, problem-solve, and propose solutions to alleviate or eliminate poverty locally and globally. Students will also be able to discuss, problem-solve, and propose solutions to counter the economic disparity within and across nations.</p>	
Sample Lesson Plan: Demographics: How do people live?		

SCO 1.2	investigate different conceptions of quality of life including conceptions beyond those measured by economic success;	
Concepts and Content	Achievement Indicators	
<ol style="list-style-type: none"> 1. Ethnicity/Ethnic Group 2. Systemic versus Systematic 3. Capitalism 4. Colonialism 5. Diversity 6. Gender Disparity 7. United Nations Sustainable Development Goals (and a review of 1.1 concepts) 	<p>Students will be able to determine criteria for quality of life, in consideration of the UN Sustainable Development goals, in order to consider disparities between and within different groups (social classes, genders, races, countries).</p> <p>Students will be able to discover patterns in the demographic data that distinguish poorer nations from wealthier nations.</p> <p>Students will be able to research about human exploitation.</p>	
Sample Lesson Plans:	<p>Demographics: How do people live? Identity and Diversity: Who are we? Identity and Belonging: Alex’s story. Human trafficking: Can it be solved? Gender Disparity: Can barriers be overcome?</p>	

SCO 1.3	demonstrate cross-cultural awareness and understanding of identity, diversity, and unity;	
Concepts and Content	Achievement Indicators	
<ol style="list-style-type: none"> 1. Identity 2. Diversity 3. Racism 4. Human Rights 5. Human Trafficking 6. Slavery 7. Nation, State, Nation-State 8. Migration, Immigrant, Emigrant 9. Refugee 10. Push And Pull Factors 11. Gender Disparity 12. NGO (non-government organizations including non-profit organizations) 	<p>Students will be able to explain some of the similarities and differences between the needs and wants of people around the world. They can compare and contrast quality of life; explain and provide examples of the importance of peoples’ desires to express their cultural identities; explain, and provide examples, as to why issues arise between cultural groups; and explain, providing examples, of how all peoples of the world share a common humanity.</p> <p>Students will be able to analyze various legal documents regarding rights and responsibilities (Canadian Charter of Rights and Freedom; UN Declaration of Rights).</p>	
Sample Lesson Plans:	<p>Identity and Diversity: Who are we? Identity and Belonging: Alex’s Story Human trafficking: Can it be solved? Gender Disparity: Can barriers be overcome?</p>	

Please note:

There is a lesson included in this unit titled, *Identity and Belonging: Alex's Story*. It is a special one for several reasons. First, it is a memoir, a personal narrative that is shared openly by a person who is experiencing an extraordinary transformation. And second, this is the story of a person with strong ties to New Brunswick. Alex was born into an emotionally and materialistically impoverished environment. At seven years old, Alex was sold by an uncle for \$2000 to child organ traffickers. He escaped captivity, was abandoned, and left to fend for himself on the streets of Guatemala City. His life was nearly ended once again at age 9 when he was beaten and left for dead. A policeman discovered his lifeless body and dropped him off at a hospital where he was given his first of many names, "Jesus". In a general sense, this lesson underscores the uneven distribution of wealth in the world and it recounts an early life of poverty. The extraordinary aspect of the story, however, is that Alex will craft for himself an identity that is rooted in a strong desire to be part of a family.

Alex has presented to students, teachers, professors, organizations and the public in communities all over North America. A documentary on his life will be launched in 2018. Alex completed a tour of New Brunswick schools during the 2016-2017 school year, and wants to continue to visit schools. Leceta Chisholm Guibault and Alex Chisholm Guibault may be contacted at ourguatemala.travel@gmail.com and also have a Facebook site called "Our Guatemala: Travel with Purpose." The Department of Education and Early Childhood Development would like to sincerely thank Alex and the Chisholm Guibault family for their dedication to the advancement of human rights education in the province.

General Curriculum Outcome: Interdependence

The students will learn to think critically about their own place within the interdependent systems that link humans to each other and to the natural world. They will develop an ethical perspective on important global issues and will consider the broader consequences of their own decisions and actions. They will practice the collaborative skills that are needed to tackle complex global problems.

In this unit on interdependence, students will learn that the people, nations, ecosystems, institutions, and organizations are all part of an inter-connected series of global networks.

General Learning Outcome	Interdependence: Students will examine their own place within the interdependent systems that link humans to each other and to the natural world.
Specific Learning Outcomes	2.1 analyze issues resulting from interactions among individuals, groups, and societies;
	2.2 analyze actions that support peace and sustainability; and
	2.3 demonstrate personal and social responsibility for a peaceful and sustainable world.

SCO 2.1	analyze issues resulting from interactions among individuals, groups, and societies;	
Concepts and Content	Achievement Indicators	
<ol style="list-style-type: none"> 1. Media, Mass Media, Fake News 2. Bias United Nations (WHO, World Bank, Security Council, World Court, UNESCO) 4. NGOs (Red Cross) 5. Interdependence 6. Globalization 7. The Global Village 8. Economic Globalization 9. A Flattened World 10. Food Security & Food Distribution 	<p>Students will be able to determine a credible media source and determine bias in media coverage.</p> <p>Students will be able to identify examples of problem-solving on a global scale and explain how internationally recognized agencies and organization are involved in global issues.</p> <p>Students will be able to explain how needs and wants are dependent upon other societies as well as examples of exploitation and its strain on human resources.</p>	
Sample Lesson Plans:	<p>Globalization: How are we connected?</p> <p>The UN Sustainable Development Goals: How do we support them?</p> <p>Exploring Global Dilemmas</p> <p>Media Bias: How do we know what’s true?</p>	

SCO 2.2		analyze actions that support peace and sustainability;
Concepts and Content		Achievement Indicators
<ol style="list-style-type: none"> 1. Sustainability or Sustainable Development 2. Peace Movements (Social, Political, Economic, Environmental) 3. UN Sustainable Development Goals 		<p>Students will be able to investigate and provide examples of sustainability individually, locally and globally.</p> <p>Students will be able to examine the term and the mandate of the 'UN Sustainable Development Goals'; explain the importance of geographic awareness in understanding and supporting the UNSDGs; investigate, using case studies, several UNSDGs; draw conclusions about how the UNSDGs address the effects of climate change; and examine and how three or more SDGs support peace in a specific country or region.</p> <p>Students will be able to investigate other movements seeking peace, justice, or equality.</p>
<p>Sample Lesson Plan: The UN Sustainable Development Goals: How do we support them?</p>		

SCO 2.3	demonstrate personal and social responsibility for a peaceful and sustainable world.	
Concepts and Content	Achievement Indicators	
1. Citizenship	Students will be able to speak about the importance of global citizenship and sustainability; promote initiatives for peace and sustainability; engage in sustainable activities; and solve problems as well as propose solutions to enhance social responsibility and peace.	
<p>This outcome provides the opportunity for a project-based learning unit. Teachers and students may decide on priority issue and pursue actions. Although engagement is encouraged throughout the course and should not be relegated to a summative role, a specific curriculum outcome is necessary to underline the importance of action. The challenge here; however, is measuring a demonstration of personal and social responsibility. The assessment of the degree and type of engagement is under the discretion of teachers and may be co-constructed with the students. It should be noted that effective engagement occurs when students are challenged through authentic, meaningful pursuits that are often linked to the school and greater community.</p> <p>Ideas for authentic engagement are provided through all of the sample lesson plans as well as the accompanying resources.</p>		

General Curriculum Outcome: Geopolitics

The students will develop an understanding of the rights and responsibilities of citizenship and will learn about the role of governance institutions at the local, national, and global levels.

The students will explore the origins and consequences of conflict and the strategies that have been used to diffuse and end conflict. They will become motivated to act effectively and responsibly for a more peaceful and sustainable world.

General Learning Outcome	Geopolitics: Students will examine the rights and responsibilities of citizenship and the role of governance institutions at the local, national, and global levels.
Specific Learning Outcomes	3.1 define geopolitics;
	3.2 analyze the origins; evolution; and local, national, and/or global responses to conflicts.
	3.3 evaluate causes, consequences, and solutions to violations of a group or individual's human rights; and
	3.4 assess social justice initiatives, demonstrating responsible citizenship, from various institutions and agencies including governments, NGOs, and individuals.

SCO 3.1	define geopolitics.	
Concepts and Content	Achievement Indicators	
1. geopolitics	<p>Students will be able to define geopolitics by identifying and explaining key players, geographical locations, and motivations for involvement.</p> <p>Students will be able to identify the political, environmental, social, and economic components of a geopolitical issue, and provide possible solutions</p>	
Sample Lesson Plan: Making Sense of Geopolitics		

SCO 3.2		analyze the origins; evolution; and local, national, and/or global responses to conflicts.
Concepts and Content		Achievement Indicators
<ol style="list-style-type: none"> 1. Conflict 2. Causality 3. Militarization 4. Paramilitary 5. Rebel 6. Repression 7. Sanction 8. Embargo 9. Diplomacy 		<p>Students will be able to explain the origin and evolution of a conflict; identify a pattern and attributes that conflicts have in common; demonstrate how to break-down, discuss and propose solutions to conflict; and analyze strategies used to attempt to diffuse conflict (e.g. sanctions, embargos, diplomatic interventions, military interventions, UN Security Council resolutions, direct and indirect nation to nation diplomacy, etc.</p>
<p>Sample Lesson Plans:</p> <p>Inequality, Repression, Militarization: How do we break the cycle?</p> <p>Social Justice and Human Rights: How do we establish a just society?</p> <p>Indigenous Rights Around the World</p> <p>How do we end the recruitment of child soldiers?</p>		

SCO 3.3		evaluate causes, consequences, and solutions to violations of a group or individual's human rights; and
Possible Concepts and Content		Achievement Indicators
<ol style="list-style-type: none"> 1. Indigenous People/Aboriginal People 2. Individual Rights vs Collective Rights 3. Treaties and Land Rights 4. Cultural Genocide 5. Nation-to-Nation 6. Cultural Appropriation 7. Declaration of Human Rights 8. Female Genital Mutilation 9. Indentured Servitude 10. Honour Killings 11. Child Brides and Forced Marriages <p>(Please note that not all of these topics may be covered)</p>		<p>Students will be able to analyze some of the common human rights violations, and their causes, around the world.</p> <p>Students will be able to compare ways that people and/or organizations advocate for human rights.</p> <p>Students will be able to investigate and debate organizations and/or institutions that work to solve human rights violations (NB Human Rights Commission, NGOs, etc.)</p>

Sample Lesson Plans:	<p>Inequality, Repression, Militarization: How do we break the cycle?</p> <p>Social Justice and Human Rights: How do we establish a just society?</p> <p>Indigenous Rights Around the World</p> <p>How do we end the recruitment of child soldiers?</p> <p>Gender Disparity: Can barriers be overcome?</p>
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SCO 3.4	assess social justice initiatives, demonstrating responsible citizenship, from various institutions and agencies including governments, NGOs, and individuals.	
Concepts and Content	Achievement Indicators	
<ol style="list-style-type: none"> 1. Responsible Citizenship 2. Civic Duty 3. Social Justice 4. Non-Profit Organization 5. Un Sustainable Development Goals 	<p>Students will be able to define and provide examples of responsible citizenship.</p> <p>Students will be able to identify local, national, and international organizations working on Social Justice initiatives.</p> <p>Students will be able to investigate how organizations are addressing discrimination and/or inequality.</p> <p>Students will be able to demonstrate active engagement in addressing a specific social injustice, discrimination, and/or inequality.</p>	
Sample Lesson Plans:	<p>Indigenous Rights Around the World</p> <p>How do we end the recruitment of child soldiers?</p>	

5. References

Common Content

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6. Beneficial Links

1. Amnesty International. (2017). Located at <http://www.amnesty.ca>

This website provides information and resource about the organization’s movement to combat injustice and promote human rights. The website provides current issues, success stories, letter-writing campaigns, and research results. Amnesty International also hosts a “Write for Rights” Day every December 10 in support of International Human Rights Day.

2. Canadian Teachers’ Federation. (2017). Located at <http://www.ctf-fce.ca/catalogue/>

The Canadian Teachers’ Federation produces resources that complement some issues in World Issues 120. Worth noting is the *Social Action Projects (9-12)*. There is a nominal cost to purchases resources from the CTF.

3. Civix. (2017). Located at www.civix.ca

The website, maintained by the non-partisan organization, Civix, provides “experiential learning opportunities to help young Canadians practice their rights and responsibilities as citizens.

4. Cultivating Peace Resources. Located at <http://www.cultivatingpeace.ca>

This website provides teaching resources to support education in global issues, peace and security, human rights, cultural diversity, and active citizenship. These resources are made possible by Classroom Connections. They have an umbrella website located at <http://www.classroomconnections.ca> that offers other downloadable resources on identity, diversity, multiculturalism, world issues, and cultivating peace.

5. Facing the Future. (2017) Located at <http://www.facingthefuture.org/>, Western Washington University.

This website has lesson plans and other resources created by educators with a focus on global sustainability.

6. Kielburger, C. (2017). We Are Educational Resources. Located at <http://www.we.ca/for-schools/secondary-school-resources/>

This website has downloadable lessons on the following topics: diversity, reconciliation, youth, environment, sustainability, diversity & inclusion.

7. Project Everyone. World's Largest Lesson Plan. Located at <http://worldslargestlesson.globalgoals.org/>

To prepare resources on the UN Sustainable Development Goals, Project Everyone created The World's Largest Lesson Plan which contains lessons and resources for all of the seventeen goals.

8. Seixas, P. (2017). Benchmarks for Historical Thinking. Located at <http://historicalthinking.ca> Six historical thinking concepts. University of British Columbia. Centre for the Study of Historical Consciousness.

This website will provide additional information and resources to apply the six historical thinking concepts into lessons for World Issues 120.

9. Weshtheimer, J. and Kahne, J. (2004). Educating the good citizen: Political choices and pedagogical goals. Located at <http://www.democraticdialogue.com/DDpdfs/WestheimerKahnePS.pdf>

This article provides a debate answering the question: "What kind of citizen do we need to support an effective democratic society?" with an analysis of three types of citizens: the personally responsible citizen the participatory citizen, and the justice-oriented citizen.

10. Youth for Human Rights. (2017). Located at <http://www.youthforhumanrights.org/educators.html>

This website has an "Educator" section for downloading resources engaging students in human rights topics. For free, educators may also order a kit, "The Youth for Human Rights Education Package" which includes an Educator's Guide, the documentary film, *The Story of Human Rights*, the UNITED music video, and two booklets "What Are Human Rights?" and "The Story of Human Rights."

Appendices

Appendix A: Article for Professional Learning

An effective approach for teaching issues

Internationally renowned expert on citizenship and social studies education, Dr. Alan Sears of the University of New Brunswick in Fredericton, offers educators concise, comprehensive guidance in how we might lead students in their critical study. In the article below, *Investigating World Issues*, Dr. Sears identifies the key stages in issues study and analysis. He provides specific descriptors stemming from his opening case study, the protests at the Standing Rock Indian Reservation situated between North and South Dakota.

Investigating World Issues by Alan Sears

Introduction

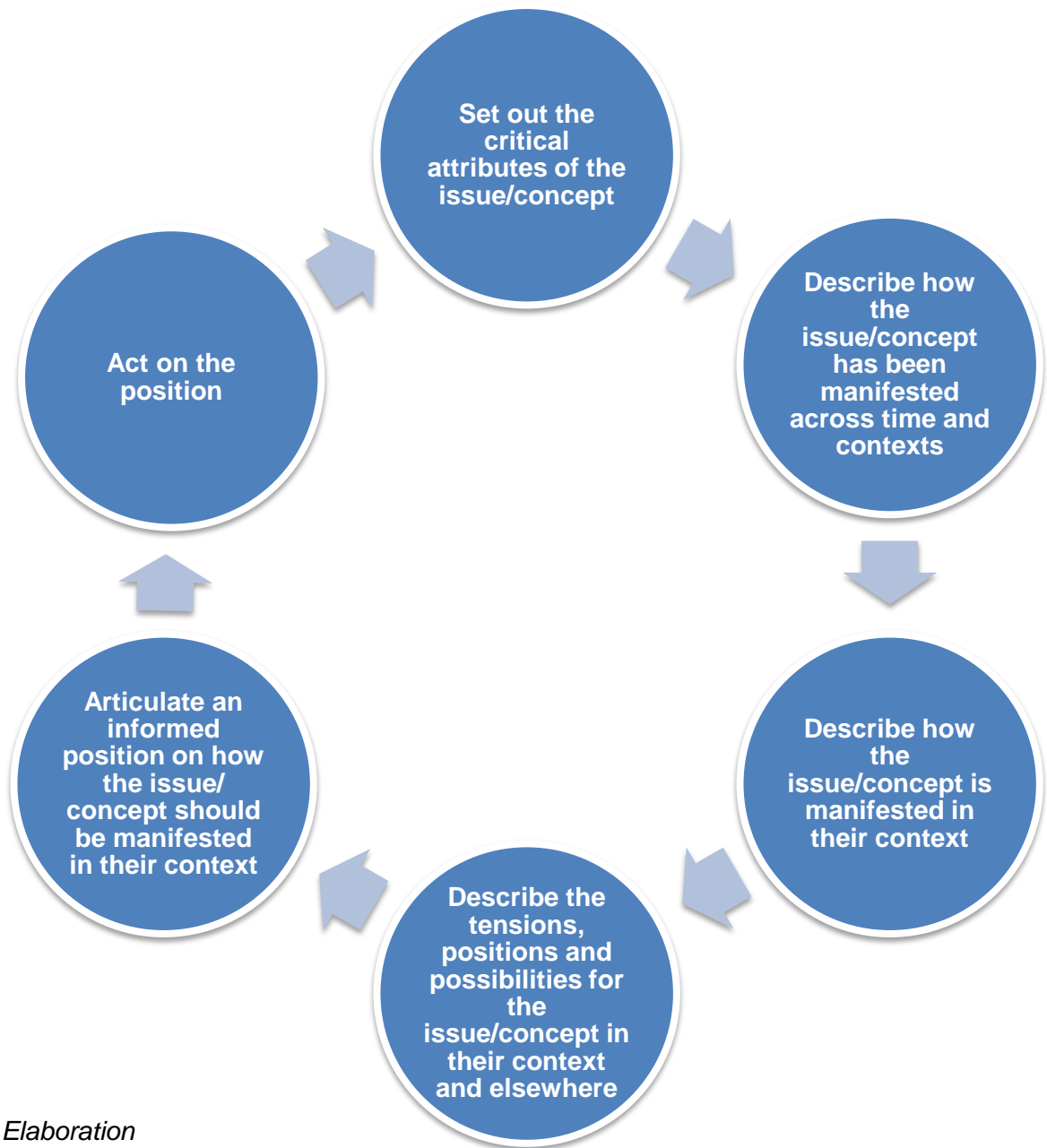
In the fall and early winter of 2016 American and Canadian protestors gathered at and around the Standing Rock Indian Reservation that straddles the border of North and South Dakota. They were there to protest the proposed route of an oil pipeline across the Missouri River. This protest was grounded in issues of settler-indigenous relations that show up in many contexts around the world including concerns about hydraulic fracturing (fracking) in the search for oil and gas in New Brunswick, the development of the Adani Carmichael coal mine in Queensland, Australia, and the decision by Colombia's constitutional court in 2016 to halt mining in some areas of the country because it violated the collective and cultural rights of indigenous groups and local communities. All of these are particular manifestations of underlying issues and concepts that are important for Canadian and global citizenship. Some of these Issues and concepts are: the control over land and resource development, the appropriate balance between economic development and protection of the environment; indigenous rights; social justice; the rule of law; and democratic dissent.

While particular events like the protests at Standing Rock are relatively fleeting, the underlying issues, concepts, and ideas endure and are important for young citizens to wrestle with. All of the lessons in this curriculum suggest using particular events or circumstances as springboards into the study of these important and enduring issues and concepts. The springboards are interesting in and of themselves, but it is important to keep in mind that the focus of teaching and assessment is on fostering growth in knowledge and skills related to the enduring underlying issues and concepts.¹

Members of the Citizenship Education Research and Development Group in the Faculty of Education at the University of New Brunswick have developed a model of what it means to have complex knowledge when it comes to important civic issues and concepts. That model is summarized in Figure 1 and elaborated below. This model can be applied to the modules outlined in this curriculum.

¹ For a fuller description of using springboards or anchors as vehicles for focusing the investigation of substantial issues see, Hughes, Andrew S., and Alan Sears. "Situating Learning and Anchored Instruction as Vehicles for Social Education." In *Challenges and Prospects for Canadian Social Studies*, edited by Alan Sears and Ian Wright, 259-73. Vancouver: Pacific Educational Press, 2004.

Complex Civic Knowledge



Elaboration

It is important to note that the model above is illustrated as cyclical and interconnected. Students might, for example, come to the study of any issue with a personal position already established or with substantial knowledge of some of the ways the issue shows up or is manifested in their own context. Over the course of study these initial understandings will impact, or be impacted by, other influences. While a student might not change the basic substance of their initial position on an issue, over the course of studying it, that position will become better informed and more nuanced as their depth of understanding develops through the exploration of sources and an understanding of the positions of others.

1. Set out the critical attributes of the issue or concept.

Key steps, in each lesson, are to elaborate the important issues and concepts through which students will develop knowledge and skills; and to articulate the related key elements or attributes that students are expected to come to understand. Continuing with the example of the protests at Standing Rock, a key concept underlying that event and others like it is indigenous rights. The critical attributes essential to understanding this concept include:

- Indigenous peoples “are the descendants, according to a common definition, of those who inhabited a country or a geographical region at the time when people of different cultures or ethnic origins arrived.”²
- Indigenous rights are a category of group rights and therefore related to, but significantly different than, individual rights.
- Indigenous rights focus on maintaining cultural traditions in the broadest sense including, but not limited to, forms of governance, language, relationship to land and resources, and economic activities.
- Indigenous rights are sometimes, but not always, recognized in the constitutions, laws, conventions, and institutions of nation states and trans or multi-national bodies.
- Like all human rights, indigenous rights are contested and fluid and have evolved as the result of struggle, dialogue, and political action.

It is possible to identify other important concepts or issues related to this subject and to remember that developing these kinds of understandings are more important than to remember the details of particular current events.

2. Describe how the issue or concept has been manifested across time and contexts.

All important social ideas are both contested and fluid. In other words, we argue about what they mean and how we put them into practice changes over time and across contexts. For example, early European explorers and settlers in Australia, Africa, Asia, and North and South America claimed already occupied land based on the legal idea of *terra nullius*, a Latin phrase meaning “nobody’s land.” It refers to territory that had not been under the previous control of a nation state. For many years Europeans regarded the lands they occupied around the world as being *terra nullius* and denied that Indigenous Peoples had any rights over those lands whatsoever. With the signing of treaties, the evolution of constitutions and laws, and, most recently, the development of the United Nations Declaration on the Rights of Indigenous Peoples, ideas and practices in the area of indigenous rights have changed all over the world. While there has been a growing recognition of indigenous rights around the world, laws, policies, and practices in this area differ greatly across jurisdictions. For example, Canada has an extensive system of treaties with various Aboriginal groups that shape public policy, while New Zealand relies heavily on a single treaty and Australia has yet to negotiate its first treaty. Treaties are important to the worldviews and identities of many indigenous groups because they affirm their existence as separate nations or peoples and provide a basis for negotiations about land rights and self-government.

Being educated about any important social idea or issue includes developing understanding of how the idea or issue has been thought about and dealt with over time and across contexts. There are many reasons why this is important but two stand out:

- A. This gives students an idea of how change happens. For example, Indigenous rights did not naturally change over time but evolved as the result of struggle, legal action, and civic engagement (including civil disobedience). Social studies curricula around the world emphasize fostering engaged citizenship and

² http://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf

knowledge of the different ways in which change occurs. This is considered an essential feature of informed engagement.

B. Knowledge of different understandings of, and approaches to, important civic ideas and issues provides citizens with the basis for developing alternative understandings and approaches in their own context. Quite simply, we can learn a lot from the experience of others and we can draw on their knowledge of history and contemporary practice in developing our own thinking and positions.

As Ken Osborne points out, the study of history “reveals to us a world of choices and alternatives of which we might otherwise remain unaware.”³ Investigation in all the modules in this course should include an attention to both historical and contemporary manifestations of the key ideas and issues.

3. Describe how the issue or concept is manifested in their context.

Important social issues and concepts are operationalized in policies, laws, social movements, customs and rituals. Being educated about these ideas includes developing some sense of how they appear in our society. Indigenous rights show up in Canada in all of the ways listed in the first sentence of this section. They are enshrined in policies enacted by governments at all levels including those regulated to schooling. In New Brunswick, for example, the First Nation Education Initiative works to improve educational policies in provincial schools that serve First Nation students.⁴ Canada has enshrined Aboriginal Rights in Section 35 of the 1982 Constitution Act but what these rights mean in practice are the subject of debate and civic deliberation in many areas including governance, health care, natural resource development, and education. Many groups such as the Assembly of First Nations, the Métis National Council, and Inuit Tapiriit Kanatami represent indigenous peoples in advocating for their rights in all of these areas.

Virtually all global issues have local manifestations, and young citizens need to develop understandings of how the issues and ideas they are learning show up in their own society.

4. Describe the tensions, positions, and possibilities for the issue/concept in their contexts and elsewhere.

Section 35 of the 1982 Constitution Act reads in part, “The existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognized and affirmed.”⁵ This appears straight-forward but it is not. The Indigenous Foundations website at UBC makes the point that “Section 35 of The Constitution Act, 1982 recognizes and affirms existing Aboriginal rights, but does not define them. What Aboriginal rights include has been the topic of much debate and discussion . . .”⁶ All important social ideas and issues have similar points of tension where people, groups, organizations, and governments think differently about what they mean and what appropriate policies are with regard to them. Young citizens should be introduced to the points of tension, the various positions held, and the possible policy and practice outcomes. The purpose of this introduction is not to foster detached academic study, but to enter the ongoing deliberations in an informed way. Part of being informed includes understanding who the “players” (individuals and organizations) are, what positions they advocate, and the strategies and methods they use to influence policy and law.

³ Osborne, Ken. "History and Social Studies: Partners or Rivals." In *Challenges and Prospects for Canadian Social Studies*, edited by Alan Sears and Ian Wright, 73-89. Vancouver: Pacific Educational Press, 2004.

⁴ <http://fneii.ca/index.html>

⁵ <http://laws-lois.justice.gc.ca/eng/const/page-16.html>

⁶ <http://indigenousfoundations.arts.ubc.ca/home/government-policy/constitution-act-1982-section-35.html>

5. Articulate an informed position on how the issue/ concept should be manifested in their context.

The vision for social studies in Atlantic Canada puts the examination of issues and making decisions about them, or taking positions, as central to the subject's purpose in the curriculum.

“The Atlantic Canada social studies curriculum will enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.”⁷

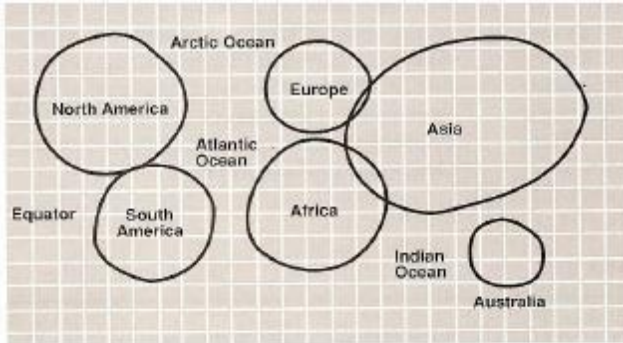
Part of being a fully educated citizen is not simply knowing about issues but taking informed positions on them. After studying how important concepts and issues have been and are understood across time and contexts, students should be encouraged to work out and articulate their own positions. It is anticipated that in any single class there might be a wide range of fluid and evolving positions all supported by reasonable reference to the evidence studied over the course of the module.

6. Act on the position.

Citizenship education curricula in democracies around the world focus on fostering engaged citizenship. They take a civic republican approach emphasizing two things: agency and responsibility. The first simply means that students come to see themselves as agents who are able to contribute to shaping civic society and who are able to make a positive difference. The second emphasizes action. The Atlantic Canada Foundations Document for Social Studies sets as an outcome at every level of schooling from primary school to grade 12 that students will “take age-appropriate actions to demonstrate their responsibility as citizens.” No study of an issue is complete until students have been given the opportunity to think through the implications of the positions they have taken and to take action to work those positions out in practice. In some cases, where there is broad class consensus, the result may be group action projects but in other cases individual students may take different positions on issues and make different choices about how to enact those positions. This is precisely what citizens do in a democracy.

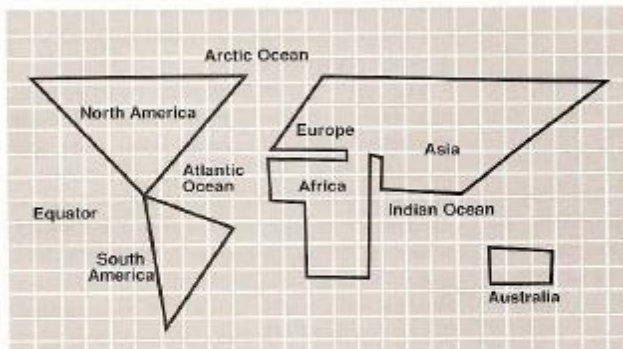
⁷ Atlantic Provinces Education Foundation. (n.d.). *Foundation for the Atlantic Canada Social Studies Curriculum*. Halifax: Atlantic Provinces Education Foundation.

Appendix B: How to Draw the World in 30 Seconds

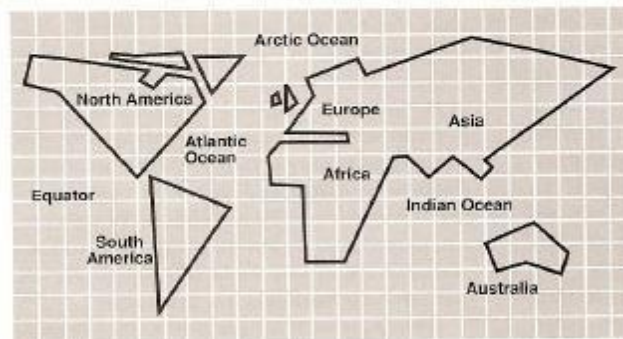


How to Draw the World in 30 Seconds:

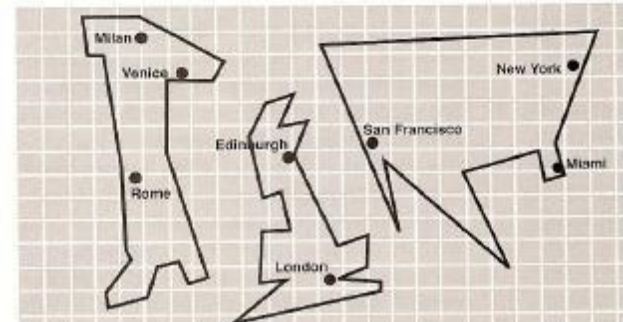
Six quickly sketched circles, roughly in the right places, and in roughly proportionate sizes, make a working map of the continents. Asia is the biggest, Australia the smallest.



Turn the continents into squares, rectangles, and triangles. Remember that the Africa bulge is over the Equator, the Tropic of Cancer underpins Asia, and the Tropic of Capricorn cuts Australia in half.



With a few more lines, regional and national identities emerge. India is one more triangle; Scandinavia is the beak of Europe. Here is a valid map for making political and economic points.



For everyday use, reduce your own country to a simple shape. With important cities as spatial markers, you have the working outline for most non-technical geographic needs.

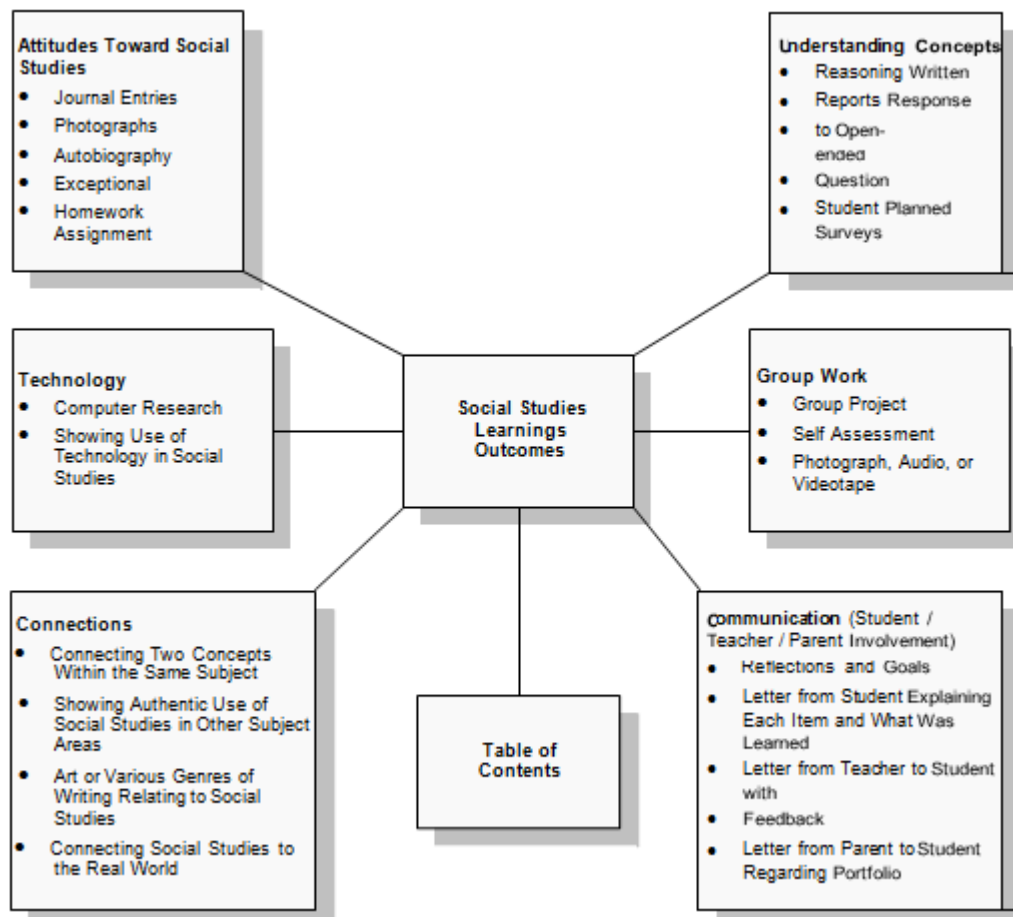
Source: The Real World, Houghton Mifflin Company

Appendix C: Portfolio Assessment

Portfolio assessment is based on a collection of a student's work products across a range of outcomes that gives evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a student assembles a portfolio, the teacher should help to:

- establish criteria to guide what will be selected, when, and by whom
- show evidence of progress in the achievement of course outcomes and delineations
- reference the pieces of work to these outcomes and delineations
- keep in mind other audiences (e.g., teachers, administrators, and parents)
- understand the standards on which the portfolio will be assessed

A portfolio may have product-oriented and process-oriented dimensions. The purpose of a product-oriented focus is to document the student's achievement of outcomes; the artefacts tend to relate to the concepts and skills of the course. The purpose of a process-orientation focuses more on the "journey" of acquiring the concepts and skills; the artefacts include students' reflections on what they are learning, problems they encountered, and possible solutions to problems. For this orientation, journal entries form an important part of the portfolio.



Guidelines for the Student	Commentary for the Teacher
<p>Task</p> <p>One of the purposes World Issues 120 is to help you to use problem solving and thinking skills in solving real life situations. You are required to retain samples of your work that relate to this theme and arrange them into a portfolio to show your progress towards the goals set.</p>	<p>Explain to the students that the portfolio can have a range of articles in it and that they have to be carefully selected according to the purpose set. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes.</p>
<p>Learning Goals</p> <p>After you have selected an item for your portfolio, we will meet to write down the goals that are worth achieving. For example: What knowledge and skills have you gained? What will be your reflections on what you are learning and how you are learning?</p>	<p>In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course.</p> <p>To help the student focus on the knowledge to be learned, write the outcomes in student language.</p> <p>Then identify the skills that you consider essential in the acquisition of the knowledge.</p> <p>Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.</p>

<p>Contents</p> <p>Cover page (with your name and note to the viewer)</p> <p>Table of contents</p> <p>An explanation of why you chose this theme</p> <p>A completed checklist you used to guide your work</p> <p>Work products</p> <p>Graphics with audio (can be in CD format) A reflections journal A self-assessment of your work</p> <p>An assessment by a peer</p> <p>A rubric used in the assessment</p>	<p>Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included— work samples and other artefacts that reflect his or her best effort and are tied to the course outcomes.</p>
<p>Conferences</p> <p>You and I will meet periodically to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.</p>	<p>Provide the student with a conferencing schedule.</p>

Guidelines for the Student	Commentary for the Teacher
<p>Evaluation</p> <p>In June, you may be required to hand in your portfolio for final evaluation.</p>	<p>It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part.</p> <p>Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provide it is also for the student to use in his or her self- assessment.</p>
<p>Communication</p> <p>Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.</p>	<p>The skills list for grade 4 social studies includes: expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments, and conclusions; and presenting a summary report or argument.</p> <p>To make these outcomes more specific, conference with the student about how he or she would like to publicize the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school website.</p>

Appendix D: Geopolitical Organizer

ISSUE	GEOPOLITICAL CONFLICT
Concern	
Causes	
IMPLICATIONS	CATEGORIES
Political	
Environmental	
Social	
Economic	
Possible solutions	

Appendix E: Text Analysis

Author:	
Issue or Question:	
1. Identify the Argument	
a. What is the central issue being addressed by the author?	
b. What is the author's main argument? What is the main point of the thesis?	
c. Does the author argue for or against other interpretations?	
2. Identify the evidence that supports the argument.	
a. What evidence and/or reasons does the author offer to support the argument? Is this evidence new information or a different interpretation of the same information?	
b. Is there a critical piece of evidence or a specific reason that is central to the argument?	
c. What key sources does the author use to support the argument?	

3. Evaluate the argument	
a. Do you agree or disagree with the main argument?	
b. Are you convinced by the argument? Why or why not?	
c. Is this interpretation based on sound evidence and reasoning? Are the arguments logical? Are there contradictions in the argument?	
d. Which points of evidence and/or reasons are the strongest? Which are the weakest? Why?	

Appendix F: Teacher/Student Conference

Topic: _____ Name: _____

Categories	Level Assigned (1=Experiencing Difficulty) (2=Approaching Meeting) (3=Consistent) (4=Excelling)	Comments: Areas of Strength & Areas for Improvement
<p>Knowledge: demonstrates a knowledge & understanding of the facts & historical concepts Answers Who, What, Where, Why, How Information clearly relates to the topic Several supporting details/examples Connected to curriculum outcomes</p>		
<p>Thinking: demonstrates skills of inquiry & research Use of quality evidence Research expands a variety of sources (primary & secondary) Product demonstrates planning Product shows clear, logical relationships between all topics and subtopics Product shows unity and coherence Product includes connections & comparisons</p>		
<p>Communication: uses a clear and effective approach to demonstrate understanding of the topic The information is organized in a clear and logical way Provides clear answers to questions & well-constructed explanations Uses a varied vocabulary & a range of sentence structures</p>		
<p>Application: uses effective tools and skills to develop and complete the product In comparing and contrasting similar issues or events In relating the knowledge gained to the themes/issues explored in class In creating or contributing to a unique and relevant product</p>		

Appendix G: Discussion Rubric

	Below	Approaching	Meeting	Excelling
Knowledge Topic	Lack of understanding of the topic Did not prepare for discussion	Demonstrates some understanding of the topic but limited amount of questions/comments	Questions/comments demonstrates preparation for the discussion and a general understanding of the topic	Questions and comments reflect attention to the discussion and insightful understanding of the topic
Inquiry/Skills Research/Asking Questions/	Comments/questions did not show deep or original thinking. Rarely provides comments/asks questions	Comments/questions reflect a limited amount of depth. Questions/comments are vague or irrelevant or leading class off-topic	Comments/questions provide a proficient understanding of topic. Questions/comments are appropriate but somewhat vague	Comments/questions are meaningful and/or thoughtful. Effectively deconstructs topic Questions/comments are well spoken/articulate
Engagement	Distracting, distracted, or inattentive.	Attention was sometimes diverted or distracted. Inappropriate body language (ie. Head resting on desk; listening to music)	Generally engaged and attentive. Body language is generally appropriate (good listening)	Engaged and attentive Body language shows keen interest and engagement Effectively listening

Appendix H: Debate Rubric

	Working Below	Approaching	Meeting	Excelling
Knowledge Content/Concepts (Topic of Debate)	Lack of relevant and accurate information	Some relevant and accurate information	Appropriate amount of relevant and accurate information	Thorough relevant and accurate information
Inquiry/Skills Research/Using Evidence	Poorly interpreted resolution Evidence is limited and poorly defends arguments	Some interpretation of resolution Some evidence provided as proof	Accurate interpretation of resolution (reasonable definitions) Effective use of evidence	Precise definitions and interpretation of resolution Incorporates insightful, relevant evidence (proof)
Inquiry/Skills Use of rhetorical devices/Organization	Poor use of rhetorical devices Rarely uses appropriate tone Poor organization of ideas and supporting material	Some use of rhetorical devices Occasionally uses appropriate tone Some organization of ideas showing some logic and teamwork	Proficient use of rhetorical devices Routinely uses appropriate tone Adept organization of ideas showing logic and teamwork	Uses rhetorical devices with confidence and impact Consistently uses appropriate tone Skillful organization; excellent teamwork

Appendix I: Seminar Rubric

Seminar Project Rubric

Topic: _____

Names of Presenter(s): _____

Knowledge: 25%

- Seminar effectively and thoroughly covers topic 0 1 2 3 4 5
- The material is accurate, relevant, and complete 0 1 2 3 4 5
- Provides relevant article and engaging questions 0 1 2 3 4 5
- Evidence of research (References listed) 0 1 2 3 4 5

Total: _____

Thinking: 25%

- Makes logical analyses, generalizations, and conclusions 0 1 2 3 4 5
- Shows creativity and originality that **engages** the audience 0 1 2 3 4 5
- Responds to questions with relevant, well-chosen evidence/ideas 0 1 2 3 4 5

Total: _____

Communication: 25%

- Delivers presentation smoothly (rehearsed and timed) 0 1 2 3 4 5
- Speaks clearly and audibly 0 1 2 3 4 5
- Engages the audience in discussions 0 1 2 3 4 5
- Many components of the seminar are interactive 0 1 2 3 4 5
- The article/video speaks effectively to the seminar topic 0 1 2 3 4 5
- The questions for the article are appropriate and challenging 0 1 2 3 4 5

Total: _____

Application: 25%

- Makes connections to other class discussions 0 1 2 3 4 5
- Uses visual aids and technology effectively 0 1 2 3 4 5
- Organization includes presenter-led introduction and conclusion 0 1 2 3 4 5
- Neat, organized, and attractive layout 0 1 2 3 4 5
- The fonts are easy-to-read and point size varies appropriately for headings and text 0 1 2 3 4 5
- The background and colours enhance the readability of text 0 1 2 3 4 5
- Effective use of class time 0 1 2 3 4 5

Total: _____

Overall Mark: _____

Appendix J: Global Competencies

6.1 New Brunswick Global Competencies

Critical Thinking and Problem Solving	Innovation, Creativity and Entrepreneurship	Learning to Learn/Self-Aware and Self-Directed
<ul style="list-style-type: none"> • Solves meaningful, real-life, complex problems • Takes concrete steps to address issues • Designs and manages projects • Acquires, processes, synthesizes, interprets, and critically analyses information to make informed decisions (critical and digital literacy) • Engages in an inquiry process to solve problems • Sees patterns, makes connections, and transfers learning from one situation to another, including real world applications • Connects, constructs, relates, and applies knowledge to all domains of life such as school, home, work, friends, and community 	<ul style="list-style-type: none"> • Contributes to complex social, economic, and environmental problems • Enhances a concept, idea, or product through a creative process • Takes risks in thinking and creating • Formulates and expresses insightful questions and opinions to generate novel ideas • Tests hypotheses and experiments with new strategies or techniques • Makes discoveries through inquiry research • Demonstrates initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes • Pursues new ideas and shows leadership to meet a need in a community • Leads and motivates with an ethical entrepreneurial spirit 	<ul style="list-style-type: none"> • Learns the process of learning (metacognition) (e.g. independence, goal-setting, motivation) • Believes in the ability to learn and grow (growth mindset) and monitors progress in learning • Develops personal, education, and career goals and perseveres to overcome challenges to reach these • Self-regulates in order to become a lifelong learner • Reflects on thinking, experience, values, and critical feedback to enhance learning • Cultivates emotional intelligence to understand self and others • Adapts to change and shows resilience to adversity • Manages various aspects of life; physical, emotional, social, spiritual, and mental well-being • Develops identity in the Canadian context (e.g., origin and diversity) and considers one’s connection to others and the environment • Takes the past into account to understand the present and approach the future

Collaboration	Communication	Global Citizenship and Sustainability
<ul style="list-style-type: none"> • Participates in teams, establishes positive and respectful relationships, develops, trust, acts cooperatively and with integrity • Learns from, and contributes to, the learning of others • Co-constructs knowledge, meaning, and content • Assumes various roles on the team • Addresses disagreements and manages conflict in a sensitive and constructive manner • Networks with a variety of communities/groups • Respects a diversity of perspectives • Uses a rich variety of technology appropriately to work with others 	<ul style="list-style-type: none"> • Asks effective questions to acquire knowledge • Communicates using a variety of media • Selects appropriate digital tools according to purpose and audience • Listens and shows empathy to understand all points of view • Gains knowledge about a variety of languages • Voices opinions and advocates for ideas • Creates a positive digital footprint • Communicates effectively and respectfully in different contexts in oral and written form in French and/or English and/or Mi'kmaq or Wolastoqey 	<ul style="list-style-type: none"> • Understands ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies and countries • Acts responsibly and ethically in building sustainable communities • Recognizes discrimination and promotes principles of equity, human rights, and democratic participation. • Understands Indigenous traditions and knowledge and its place in Canada • 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 from and with diverse people and develops cross-cultural understanding • Participates in networks in a safe and socially responsible manner

<p style="text-align: center;">Critical Thinking and Problem Solving</p> <p><i>Involves addressing complex issues and problems by acquiring, processing, analyzing and interpreting information to make informed judgments and decisions. The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one’s potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful, real-world, authentic experiences.</i></p>	<p style="text-align: center;">Innovation, Creativity, and Entrepreneurship</p> <p><i>Involves the ability to turn ideas into action to meet the needs of a community. The capacity to enhance concepts, ideas, or products to contribute new-to-the-world solutions to complex economic, social, and environmental problems involves leadership, taking risks, independent/unconventional thinking and experimenting with new strategies, techniques, or perspectives, through inquiry research. Entrepreneurial mindsets and skills involve a focus on building and scaling an idea sustainably.</i></p>	<p style="text-align: center;">Learning to Learn/Self-Awareness & Self-Directed</p> <p><i>Involves becoming aware and demonstrating agency in one’s process of learning, including the development of dispositions that support motivation, perseverance, resilience, and self-regulation. Belief in one’s ability to learn (growth mindset), combined with strategies for planning, monitoring and reflecting on one’s past, present, and future goals, potential actions and strategies, and results. Self-reflection and thinking about thinking (metacognition) promote lifelong learning, adaptive capacity, well-being, and transfer of learning in an ever-changing world</i></p>
<p>Learners will solve meaningful, real-life, complex problems by taking concrete steps to address issues and design and manage projects.</p> <p>Learners will engage in an inquiry process to solve problems as well as acquire, process, interpret, synthesize, and critically analyse information to make informed decisions (i.e., critical and digital literacy).</p> <p>Learners will see patterns, make connections, and transfer what they have learned from one situation to another, including in real world applications.</p> <p>Learners will construct, relate, and apply knowledge to all domains of life such as school, home, work, friends, and community.</p> <p>Learners will analyze the functions and interconnections of social, economic, and ecological systems.</p>	<p>Learners formulate and express insightful questions and opinions to generate novel ideas.</p> <p>Learners contribute solutions to complex economic, social, and environmental problems or to meet a need in a community in a number of ways including; enhancing concepts, ideas, or products through a creative process, taking risks in their thinking and creating, discovering through inquiry research, and by hypothesizing and experimenting with new strategies or techniques.</p> <p>Learners demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes and motivate others with an ethical entrepreneurial spirit.</p>	<p>Learners learn the process of learning (metacognition) (e.g., independence, goal setting, motivation) and believe in their ability to learn and grow (growth mindset).</p> <p>Learners self-regulate in order to become lifelong learners and reflect on their thinking, experience, values, and critical feedback to enhance their learning. They also monitor the progress of their own learning.</p> <p>Learners develop their identity in the Canadian context (e.g., origin and diversity) and consider their connection to the environment. They cultivate emotional intelligence to understand themselves and others. They take the past into account to understand the present and approach the future.</p> <p>Learners develop personal, educational, and career goals and persevere to overcome challenges to reach goals.</p> <p>They adapt to change and show resilience to adversity.</p> <p>Learners manage various aspects of their life: physical, emotional, social, spiritual, and mental well-being.</p>

<p style="text-align: center;">Collaboration</p> <p><i>Involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams. Ever-increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives in order to co-construct knowledge, meaning, and content, and learn from, and with, others in physical and virtual environments.</i></p>	<p style="text-align: center;">Communication</p> <p><i>Involves receiving and expressing meaning (e.g., reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media appropriately, responsibly, safely, and with regard to one’s digital footprint</i></p>	<p style="text-align: center;">Global Citizenship and Sustainability</p> <p><i>Involves reflecting on diverse worldviews and perspectives and understanding and addressing ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world. It also includes the acquisition of knowledge, motivation, dispositions, and skills required for an ethos of engaged citizenship, with an appreciation for the diversity of people, perspectives, and the ability to envision and work toward a better and more sustainable future for all.</i></p>
<p>Learners participate in teams by establishing positive and respectful relationships, developing trust and acting cooperatively and with integrity.</p> <p>Learners learn from and contribute to the learning of others by co-constructing knowledge, meaning, and content.</p> <p>Learners assume various roles on the team, respect a diversity of perspectives, and address disagreements and manage conflict in a sensitive and constructive manner.</p> <p>Learners network with a variety of communities/groups and use an array of technology appropriately to work with others.</p>	<p>Learners communicate using the appropriate digital tools and create a positive digital footprint.</p> <p>Learners ask effective questions to acquire knowledge, listen to understand all points of view, voice their own opinions, and advocate for ideas.</p> <p>Learners gain knowledge about a variety of languages and understand the cultural importance of language.</p> <p>Learners communicate effectively in different contexts in oral and written form in French and/or English and/or Mi’kmaq or Wolastoqey through a variety of media.</p>	<p>Learners understand the ecological, economic and social forces, their interconnectedness, and how they affect individuals, societies, and countries.</p> <p>Learners take actions and make responsible decisions that support quality of life for all, now and in the future.</p> <p>Learners recognize discrimination and promote principles of equity, human rights, and democratic participation.</p> <p>Learners understand Indigenous traditions and knowledge and its place in Canada, learn from and with diverse people, develop cross-cultural understanding, and understand the forces that affect individuals, societies, and nations.</p> <p>Learners engage in local, national, and global initiatives to make a positive difference.</p> <p>Learners contribute to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner.</p> <p>Learners as citizens participate in networks in a safe and socially responsible manner.</p>