

## Correlation of *Canada: Face of a Nation* to British Columbia Social Studies 11 Learning Outcomes

Skills and Processes I	PAGE REFERENCE
<b><i>It is expected that students will:</i></b>	
identify and use approaches from the social sciences and humanities to examine Canada and the world	covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences	180–181, 240–241, 400–401, also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
demonstrate the ability to think critically, including the ability to: -define an issue or problem -develop hypotheses and supporting arguments	174, 198, 203, 288, also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
gather relevant information from appropriate sources	covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
assess the reliability, currency, and objectivity of evidence	6, 47, 78, 143, 150, 152, 226, 351, 364–365, 376, also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
develop and express appropriate responses to issues or problems	covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
reassess their responses to issues on the basis of new information	
assess the influence of mass media on public opinion	306–307
develop, express, and defend a position on an issue, and explain how to put the ideas into action	covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
<b>Skills and Processes II</b>	
<b><i>It is expected that students will:</i></b>	
demonstrate skills associated with active citizenship, including the ability to: -collaborate and consult with others -respect and promote respect for the contributions of other team members -interact confidently	180–181, 364–365, 400–401, also covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
assess the role of values, ethics, and beliefs in decision making demonstrate appropriate research skills, including the ability to:	covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399

<ul style="list-style-type: none"> <li>-develop pertinent questions about a topic, an issue, or a situation</li> <li>-collect original data</li> <li>-use a range of research tools and resources</li> <li>-compile and document task-specific information from a wide variety of print and electronic sources</li> <li>-present and interpret data in graphic form</li> <li>-evaluate and interpret data for accuracy, reliability, bias, and point of view</li> <li>-understand the nature of and appropriate uses for primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>-also 251</li> <li>-also 198, 203, 206, 336, 340</li> <li>-also 6, 47, 111, 150, 226, 307, 312, 351, 364–365, 376</li> <li>-also 78, 152, 312</li> </ul>
recognize connections between events and their causes, consequences, and implications	covered throughout end of chapter activities found on pp. 12–13, 31, 44, 56–57, 71, 95, 116, 127–128, 140–141, 160, 179, 201, 215, 239, 264, 281, 304–305, 330, 361, 399
demonstrate mapping skills, including the ability to organize and synthesize various types of mapping data	12, 130, 190
demonstrate awareness of current geographical technology	
demonstrate awareness of the value of social studies education in their daily lives and careers	
<b>Social Issues I</b>	
<b><i>It is expected that students will:</i></b>	
identify elements that contribute to the regional, cultural, and ethnic diversity of Canadian society	9, 10, 51–52, 58, 157, 164, 192, 286, 291, 313, 320, 348, 349, 377, 389
identify major Canadian social policies and programs and their impact on Canadian society	7, 76–77, 87–89, 176–177, 194, 217, 223, 289–291, 342–345, 373–374
describe the role of women in the development of Canadian society	17–18, 58–59, 84–86, 146, 168, 170, 232, 233, 252–253, 287–288, 322–324, 346–347, 386–388
<b>Social Issues II</b>	
<b><i>It is expected that students will:</i></b>	
compare and contrast forces that have united and divided Canadians during the 20th century, including Quebec separatism	11, 17, 18, 22, 23–25, 28, 58–59, 63–64, 81–82, 85–86, 87–89, 91, 92, 118, 161–162, 170–172, 217–221, 225–226, 248–250, 261–262, 269–273, 289–291, 301, 310–314, 315–317, 325, 332–333, 337–338, 340, 342–345
devise and defend a personal definition of what it means to be Canadian	399, 400
recognize the importance of both individual and collective action in responsible global citizenship	23–25, 45–51, 58–61, 146, 152–154, 155, 156, 168, 170, 186–187, 188–189, 190–191, 236, 320, 344, 352–356, 357, 375, 396
identify and assess social issues facing Canadians	332, 334, 335–336, 342–346, 350, 354, 360–361, 383–397, 399
<b>Cultural Issues</b>	
<b><i>It is expected that students will:</i></b>	
describe the history and contributions of Canada's French and English cultures in shaping Canadian identity	4–5, 11, 18–19, 21–25, 35–36, 63–64, 85–86, 161–163, 174–176, 216–221, 225–226, 247–250, 261–262, 269–273, 279, 340, 393–394, 395–396
describe the role of Canada's First Nations peoples in shaping Canadian identity	19, 157, 236, 252–253, 303, 313, 348, 380, 389
describe the role of cultural pluralism in shaping Canadian identity	41, 121, 192, 196–198, 199, 236, 247, 261–262, 283–286, 321, 326, 327, 328, 335–336, 343, 371, 383–385
identify the contributions of the arts in reflecting and shaping Canadian identity	18–19, 66, 79–81, 174–175, 303, 319–320, 351, 377–380

identify and assess cultural issues facing Canadians	333–334, 335–336, 343, 383–385, 388–390, 391, 393–394, 395–396
<b>Political Issues I</b>	
<i><b>It is expected that students will:</b></i>	
describe Canada's evolution as an independent nation	52–54, 65, 126, 157, 225, 276–279, 290–291
identify the structure and operation of Canada's federal, provincial, and municipal governments	
explain Canada's political system and contrast it with other political systems	132, 133, 246
demonstrate understanding of the history and present status of Aboriginal land claims and self-government in Canada	77, 291–292, 313, 332–333, 334, 338, 388–390
<b>Political Issues II</b>	
<i><b>It is expected that students will:</b></i>	
explain how political spheres of influence have changed throughout the world during the 20th century	21–22, 34–36, 65, 129–130, 131–138, 157–158, 184–189, 295–297, 351–356, 392, 396
describe Canada's role in international conflicts, including World War I and World War II, and assess the impact on Canada	23–25, 38–39, 45–50, 52–54, 58–59, 142, 146, 151, 155–156, 157, 167, 168, 170, 176–177, 189, 190–191, 295–297, 351–357, 375–376, 396
describe and assess Canada's participation in world affairs	23–25, 38–39, 45–50, 52–54, 136, 142, 146, 151, 153, 155–156, 157, 167, 168, 170, 186–187, 188–191, 234, 295–297, 344, 351–357, 375–376, 392, 396
identify and assess political issues facing Canadians	383–385, 388–390
<b>Legal Issues</b>	
<i><b>It is expected that students will:</b></i>	
identify the major provisions of the Canadian Constitution, the Canadian Charter of Rights and Freedoms, and human rights legislation	276–277, 279, 289–291, 342–345
describe the fundamental principles of the Canadian federal and provincial legal systems, including the rule of law	
demonstrate awareness of how to access the various levels of government in Canada	
demonstrate awareness of the provisions of the Indian Act and its impact on the citizenship of Aboriginal Canadians	252–253, 388–390
identify and assess critical legal issues facing Canadians	343, 345, 386, 397
<b>Economic Issues</b>	
<i><b>It is expected that students will:</b></i>	
describe the stages of economic activity, including the acquisition of resources, production and distribution, the exchange of goods and services, and consumption	73, 101, 102, 104, 122, 204, 206, 371
describe economic cycles in Canada and the world, including the Great Depression	73, 101–104, 105–107, 117, 165–166, 256, 265–266, 283, 371, 392
demonstrate awareness of disparities in the distribution of wealth in Canada and the world	73, 108, 257, 282–283, 344, 391
assess implications of industrial and technological development for societies and cultures	90–92, 207–208, 210, 297, 318, 322, 323, 358–359, 396–397
identify and assess economic issues facing Canadians	390–391, 392

<b>Environmental Issues</b>	
<b><i>It is expected that students will:</i></b>	
explain the environmental impact of economic activity, population growth, urbanization, and standard of living	204, 297–298, 345–346
apply the following themes of geography to relevant issues: <ul style="list-style-type: none"> <li>-location (a position on the earth's surface)</li> <li>-place (the physical and human characteristics that make a location unique)</li> <li>-movement (the varied patterns in the movement of life forms, ideas, and materials)</li> <li>-regions (basic units of study that define an area with certain human and physical characteristics)</li> <li>-human and physical interaction (the way humans depend on, adapt to, and modify the environment)</li> </ul>	
identify the geographical forces shaping Canada's position among nations	
identify and assess environmental issues facing Canadians	345–346