

WORK-ORIENTED TRAINING PATH - PREWORK TRAINING PROGRAM

GEOGRAPHY, HISTORY AND CITIZENSHIP COURSE

CURRICULUM MAP

Work



Housing



Recreation



Building a sense of belonging to our
Home Territory and Quebec Society

QUÉBEC
QUEBEC

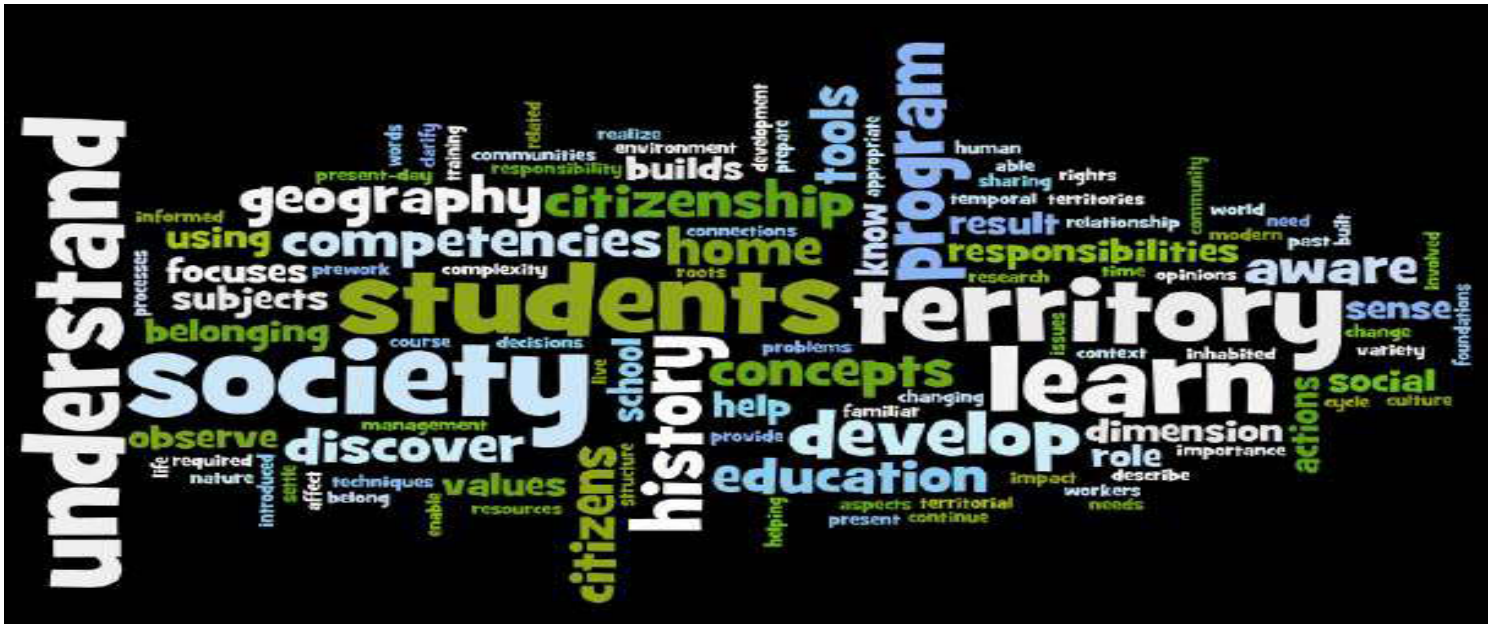
Exercise of Basic
Rights and Freedoms

Roles of Citizen
and State

Economic
Development



This is a visual representation of the GHC introduction from the MÉLS curriculum document, created through www.wordle.net



A 2011-12 PDIG was used to allow a group of Prework Training program teachers and a consultant from the Western Quebec School Board the opportunity to examine the course content for

Geography, History and Citizenship.

We began this process by asking ourselves, “What are we teaching?” When we examined the curriculum and reflected on our collective experiences, we came to the conclusion that it isn’t about “what” we are teaching but is about “who” we are teaching. At the end of the day, the correct answer to our question is: the students, we teach our individual students. They are all varied and each group is different and therefore we recognize that an individualized program cannot be perfectly mapped out, but we highly recommend that, in the interest of continuity and uniformity across the program, teachers use this curriculum map.

GHC is a course designed to help students understand their place within their community, province and country. Through six themes separated into the two competencies, students are asked to become more familiar with the resources available to them.

The first three themes (housing, recreation and work) allow students to develop a sense of belonging to his/her community (competency 1).

The second three themes (exercise of basic rights and freedoms, economic development and the roles of citizens and the state) allow students to develop a sense of belonging to the society in which they live (competency 2).

Teachers must use that they use their judgment regarding what content is best suited to the needs of their students. This curriculum map has separated the course content into what is recommended for Year 1 and content that is better suited for Year 2 and 3 students. There is no timeline recommended, as each teacher should use their best judgment when considering needs of their students.

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Framework for the Evaluation of Learning

Geography, History and Citizenship

This subject has two competencies. Both competencies are assessed together for one overall assessment.

C1 -Builds a sense of belonging to his/her home territory to Québec society

C2 -Builds a sense of belonging

<i>Subject specific knowledge targeted in the program</i>		<i>The understanding, application and use of this knowledge</i>	<i>What the student demonstrates (evidence of learning)</i>
Proficiency of subject-specific knowledge targeted in the program:		<i>Appropriate use of knowledge</i>	Execution of the following intellectual operations: <ul style="list-style-type: none"> • Situate in time and space • Establish facts • Characterize a territory • Make comparisons • Determine explanatory factors and consequences • Determine elements of continuity and changes • Establish connections between the facts • Establish causal connections
Competency 1	<ul style="list-style-type: none"> • Housing • Work • Recreation 		
Competency 2	<ul style="list-style-type: none"> • Exercise of basic rights and freedoms • Economic development • The roles of citizens and the state 	<i>Expression of a well-founded opinion</i>	Argument defending a position on an issue (territorial or social)
<p>The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.</p> <ul style="list-style-type: none"> • Research process* • Techniques* 			

GHC

Curriculum Map

Year 1

Year 1

Curriculum Map Program Content: Geography, History and Citizenship

<i>Subject specific knowledge targeted in the program</i>	<i>Specific Program content</i>	Competency
Housing	<ol style="list-style-type: none"> 1. <i>Public Works</i> 2. <i>Territories</i> 3. <i>My Territory</i> 	Builds a sense of belonging to his/her home territory
Recreation	<ol style="list-style-type: none"> 1. <i>Age specific activities</i> 2. <i>Accessibility</i> 3. <i>Urban vs. Rural</i> 4. <i>Reading/using a map</i> 	
Work	<ol style="list-style-type: none"> 1. <i>Careers: Past, Present and Future</i> 2. <i>Primary, Secondary and Tertiary Sectors</i> 	
Exercise of Basic Rights and Freedoms	<ol style="list-style-type: none"> 1. <i>Citizenship</i> 2. <i>My Identity</i> 	Builds a sense of belonging to Québec society
Economic Development	<ol style="list-style-type: none"> 1. <i>Industrialization</i> 2. <i>Regions and Resources</i> 	
Roles of Citizens and the State	<ol style="list-style-type: none"> 1. <i>Government</i> 2. <i>Political Parties</i> 	

The Prework Training curriculum document states that, “**The teacher chooses from among the proposed content—provided as an example only— those the students will cover, taking into account their skills, needs and degree of autonomy.**”

This curriculum map has separated the course content into what is recommended for Year 1 and content that is better suited for Year 2 and 3 students. There is no timeline recommended as each teacher should use their best judgment when considering the needs of their students.

PWT Year 1 GHC

Housing

Part 1

	Territories	Public Works
Essential Questions	How does the geographical make-up of my territory compare to other territories?	What services are available to me depending on where I live?
Program Content	1. Types of territories: Regional, Urban, Agricultural, Native, Protected) <ul style="list-style-type: none"> ○ Services ○ Population ○ Resources ○ Economic activities ○ Housing 	1. Water (well vs. city) 2. Sewage (septic vs. city) 3. Municipal services: garbage, recycling and compost 4. Snow removal 5. Road repair
Types of Assessments	C1: Write your own “schoolapedia” article about the geographical make-up of your home territory	C1: daily journal including municipal services you used in two seasons
Types of Activities	<ul style="list-style-type: none"> • Provide photos/images of different aspects (services, population...) of territories and have students sort them into the correct territories, giving justifications • Create a collage from magazines, newspapers etc. to visually represent the 5 types of territories 	<ul style="list-style-type: none"> • Graphic organiser for similarities and differences of rural and urban public services • Discussion of pros and cons for rural and urban services
External Resources	Google Earth LEARN Geography info: http://www.learnquebec.ca/en/content/curriculum/social_sciences/sec_geography/resources/cycle1/geocyc1_cul_ur.html	Municipal Websites Statcan Teacher Resource for Urban/Rural comparison: http://www41.statcan.gc.ca/2006/3119/ceb3119002-eng.htm

PWT Year 1 GHC

Housing

Part 2

	<i>My Territory</i>
Essential Questions	What makes my territory unique?
Program Content	1. What are the characteristics of my territory <ul style="list-style-type: none">• Geographical make-up• People and their cultures• Types of housing• Green spaces• Recreation• Roads and transportation• Stores• Etc.
Types of Assessments	C1: Create a 3D display/model of the area where you live
Types of Activities	<ul style="list-style-type: none">• Review geographical make-up of territory and “schoolapedia” assignment (See Topic: Territories on page)• Take a walk around your school and/or home to examine the space and create a list of what exists (parks? Businesses?)• Use Google Earth for different views of your territory
External Resources	Google Earth: http://www.google.com/earth/

PWT Year 1 GHC

Recreation

Part 1

	Age Specific Activities	Accessibility
Essential Questions	What kind of recreational activities can I do as I get older?	Are local activities and recreational opportunities accessible to everyone in my area?
Program Content	<ol style="list-style-type: none"> 1. Activity Level of teens today (needs and concerns) 2. Wants vs. needs concerning recreation 3. Age appropriate levels of activity 4. Potential consequences of lack of activity 	<ol style="list-style-type: none"> 1. Affordability of different activities; free or costs related 2. Special needs accessibility; physical and intellectual disabilities 3. Seasonal vs. year round activities 4. Location of recreational activities
Types of Assessments	<p>C1: Design a recreational facility to meet the needs of someone from a specific age bracket. Ex: pre-school kids, youth, elderly, etc.</p>	<p>C1: Create a cost analysis of a specific activity in your area C1: Create a facility that would be accessible to all</p>
Types of Activities	<ul style="list-style-type: none"> • Design a local physical activity guide for each age category. • Define what is recreation? Different forms of recreation and many different interests. • Locate and identify recreation services or opportunities in your home region. 	<ul style="list-style-type: none"> • Blindfold basketball, swim goggles, earplugs to experience difficulties. • Activity: experience using a wheelchair and/or crutches • T-chart to show affordability of different recreational activities • Classify rec. activities: free, year round, seasonal, no equipment, specialized equipment, skilled, easy to get to, etc.
External Resources	<p>Canadian Physical Activity Guidelines http://www.csep.ca/english/view.asp?x=804 Local municipality websites and recreation guides Participaction website: http://www.participaction.com/en-us/Home.aspx http://www.livepositively.ca/whocares/sogoParticipaction/index.js</p>	<p>http://www.specialolympics.ca/ Local Municipality websites and recreation guides</p>

PWT Year 1 GHC

Recreation

Part 2

	<i>Urban vs. Rural</i>	<i>Reading/Using a map</i>
Essential Questions	How does recreation differ depending on where I live? Urban vs. Rural	How can reading a map allow me to participate in certain activities?
Program Content	<ol style="list-style-type: none"> 1. Access and transportation to different facilities/services 2. Different activities available based on location and season 3. Recreation and its impact on the environment 	<ol style="list-style-type: none"> 1. Trail maps (bike, snowmobile etc.) 2. Trans Canada Trail 3. Provincial and National Parks 4. Trip planning/safety 5. Maps of lakes and rivers
Types of Assessments	C1: Create a recreation guide for teens in your area (brochure style)	C1: Plan a recreational trip within your community that requires the use of a map. i.e.: to get to a location or to participate in an activity
Types of Activities	<ul style="list-style-type: none"> • Create a Venn Diagram: urban activities and rural activities and those that are both • Plan your recreation schedule for the summer including transportation to and from. • Discuss and create a list of environmental impacts from various recreational activities (recreational footprint on local environment) Ex: ATV damage to trails, etc. 	<ul style="list-style-type: none"> • Class activities that discuss and review parts of a map, how to read a map, different types of maps • As a class (in groups) plan a variety of trips that use maps (canoe trips, camping trips, hiking, biking, etc.) • Plan a day that is filled with recreational activities for a visiting relative and include all transportation methods and routes. • Review Google maps and see how up-to-date it is. • Discuss technology and it's role on mapping and finding a location
External Resources		<p>http://tctrail.ca/ http://www.parkscanada.ca/ http://www.canadascapital.gc.ca/places-tovisit/gatineau-park</p>

PWT Year 1 GHC

Work

	<i>Careers: Past, Present and Future</i>	<i>Primary, Secondary and Tertiary Sectors</i>
Essential Questions	What influence does the era have on my potential career choices?	Why is understanding the different economic employment sectors in Quebec important to my job search and work pathway?
Program Content	<ol style="list-style-type: none"> 1. Careers of the past intro 2. Women in the workforce 3. Careers of the present 4. Careers of the future intro 	<ol style="list-style-type: none"> 1. Primary – farming, fishing, forestry, mining, etc. 2. Secondary trades connected with the processing industries, construction, public works, etc. 3. Tertiary – service activities
Types of Assessments	C1: Research influential ground-breaking females (i.e. Amelia Earhart)	C1: Create a flow chart demonstrating a natural resource’s path from source to market.
Types of Activities	<ul style="list-style-type: none"> • Brainstorm factors influencing career choices • Interview/survey local seniors and their career paths • “Female” vs. “Male” careers – have they changed? • Women who have dressed up like men to be taken seriously • Brainstorm and research the present careers in demand 	<ul style="list-style-type: none"> • Create a map highlighting where natural resources come from in Quebec • Map the various local sectors with a focus of growth of tertiary sector • Brief intro of the industrial revolution
External Resources	Movie Clips: League of their Own, Shakespeare in Love, Mulan...	www.canadian-forests.com www.discoverychannel.ca - How it’s made

PWT Year 1 GHC
Basic Rights and Freedoms

	Citizenship	My Identity
Essential Questions	What does it mean to be a Canadian citizen?	What makes us Quebecers?
Program Content	<ul style="list-style-type: none"> • Where does your family come from? 1st, 2nd, 3rd generation • Responsibilities of a citizen (obeying laws, taking responsibility, jury duty, voting, helping others, protecting and enjoying heritage and environment) • Citizenship test 	<ul style="list-style-type: none"> • Review all provinces and territories • For each area: capitals and major cities, famous places, symbols, culture, work/economy stereotypes • Great Canadians
Types of Assessments	C2: Create your own citizenship test that would assess if someone would make a good, responsible Canadian	C2: Create an “I am a Quebecer” parody commercial C2: Produce own argument based on who you think should be named the greatest Canadian
Types of Activities	<ul style="list-style-type: none"> • Discussion of how and why families move to Canada • Learn “Oh Canada” • Create a ‘becoming Canadian’ pamphlet • Practice citizenship questions online • Go through the citizenship ceremony 	<ul style="list-style-type: none"> • Colour map of Canada • ‘I AM Canadian’ commercials (heritage minutes, my name is Joe...) • Create a graffiti wall/mural of symbols • CBC’s greatest Canadian
External Resources	http://www.v-soul.com/onlinetest/ : Free online Citizenship test Free resource booklets can be ordered from Fed govt.: http://www.yourlibrary.ca/citizenship/Booklet.pdf Passage to Canada digital archive: Immigrant/refugee journeys: http://www.passagestocanadaarchive.com/da/spl ashpage.asp	http://www.filibustercartoons.com/greatest%20Canadians.htm http://www.youtube.com/watch?v=BRI-A3vakVg https://www.historicacanada.ca/content/heritage-minutes/agnes-macphail

PWT Year 1 GHC
Economic Development

	<i>Industrialization</i>	<i>Regions and Resources</i>
Essential Questions	How has Industrialization changed the working world?	How does where I live affect the jobs I can do?
Program Content	<ul style="list-style-type: none"> • What is Industrialization? • The impact of population and cities • Working conditions: historically and present day • The impact of Industrialization 	<ul style="list-style-type: none"> • Mapping local resources including job opportunities based on what is available locally • What resources are available in my area? In Quebec? • Natural resources which influence job opportunities. • Where to go for career/job advice?
Types of Assessments	<p>C2: Debate the positive and negative aspects of the impact of Industrialization</p> <p>C2: Create a satirical recruiting pamphlet with Industrial Revolution era working conditions</p>	C2: Create a “how to” guide for finding a job in your region.
Types of Activities	<ul style="list-style-type: none"> • Compare old photos of landscapes, cityscapes, factories, ports, train stations, working environments, schools, etc. • Research pros and cons of the impact of Industrialization on all parts of society 	<ul style="list-style-type: none"> • Find and apply for a summer job (real or fake). • Google maps showing where the resources are relative to where you live. • Research jobs that you did not realize were available in Quebec.
External Resources	<p>The Seven Wonders of the Industrial World: http://www.urbanghostsmidia.com/2011/05/wonders-industrial-world/ MÉLS Curriculum: Chapter 8, GHC, information on the theme page 26 Ind. Rev. Teachers resources: http://www.schoolhistory.co.uk/year9links/industrial_sheets.shtml</p>	<p>http://www.youth.gc.ca/eng/home.shtml http://www.yesmontreal.ca/yes.php www.careercruising.com http://emploiuebec.net/index_en.asp</p>

PWT Year 1 GHC
Roles of the Citizen and State
Part 1

	Government	Political Parties
Essential Questions	How does the government work?	How do I become an informed voter?
Program Content	<ul style="list-style-type: none"> • Democracy vs. communism vs. dictatorship • Federal state, parliamentary democracy, constitutional monarchy • System of government (executive, legislative, judicial branch) • How a bill becomes a law • Political structure (leader, house of commons, senate, GG) 	<ul style="list-style-type: none"> • Political structure • Political Parties (Federal and Provincial) • Local representation • (Federal, Provincial and Municipal)
Types of Assessments	C2: Create an informational pamphlet about your local riding	C2: Create a brochure presenting a party platform for student mock campaign
Types of Activities	<ul style="list-style-type: none"> • Run a class in the style of democracy, dictatorship and/or communism • Role play government • Visit parliament and house of commons • Current events 	<ul style="list-style-type: none"> • Host debate where students represent the different parties • Research local representatives • Mock election including campaign and campaign ads
External Resources	Citizenship questions: http://www.yourlibrary.ca/citizenship/Booklet.pdf Parliament of Canada webpage – with teacher resources http://www.parl.gc.ca/About.aspx?Language=E Elections Canada Riding profiles, maps, etc.: http://www.sfu.ca/~aheard/elections/ridings.html	Elections Canada website: http://www.elections.ca/home.aspx

PWT Year 1 GHC
Roles of the Citizen and State
Part 2

	<i>Elections</i>
Essential Questions	How can I make a difference by voting?
Program Content	<ul style="list-style-type: none"> • Who can vote? • History of the vote – secret ballots • Women and the vote • Process of voting
Types of Assessments	C2: Create an advertisement to convince young people to come out and vote
Types of Activities	<ul style="list-style-type: none"> • Poll the student body • Have your own Tea Party (Famous Five: Women and the vote) • Set up an election • Discussion on “Iron Jawed Angels” movie
External Resources	Discover Canada: The Rights and Responsibilities of citizenship: http://www.cic.gc.ca/EnGLIsh/resources/publications/discover/index.asp “Iron Jawed Angels” movie https://www.youtube.com/watch?v=SiZRUoqWKB0

GHC

Curriculum Map

Year 2/3

Year 2/3

Curriculum Map Program Content: Geography, History and Citizenship

<i>Subject specific knowledge targeted in the program</i>	<i>Specific Program content</i>	Competency
Housing	<ol style="list-style-type: none"> 1. <i>Development</i> 2. <i>Vision of the Future</i> 	Builds a sense of belonging to his/her home territory
Recreation	<ol style="list-style-type: none"> 1. <i>Safety and Responsibility</i> 2. <i>Laws and Licenses</i> 3. <i>Local Recreational Opportunities</i> 	
Work	<ol style="list-style-type: none"> 1. <i>Careers: Past, Present and Future</i> 2. <i>Working Conditions</i> 3. <i>Staying Local vs. Moving</i> 	
Exercise of Basic Rights and Freedoms	<ol style="list-style-type: none"> 1. <i>Charter of Rights and Freedoms</i> 2. <i>Fighting for Change</i> 	Builds a sense of belonging to Québec society
Economic Development	<ol style="list-style-type: none"> 1. <i>Unionization</i> 2. <i>Entrepreneurship</i> 	
Roles of Citizens and the State	<ol style="list-style-type: none"> 1. <i>Taxes</i> 2. <i>Taxes / Services</i> 	

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PWT Year 2/3 GHC

Housing

	<i>Development</i>	<i>Vision of the Future</i>
Essential Questions	Is “development” a good thing or a bad thing?	What would my community look like in 10 years, if I was in control of all forms of development?
Program Content	<ol style="list-style-type: none"> 1. Positive and negative development and its impacts (losing green space, increasing residences, more traffic, more tax payers, infrastructure...) 2. Population growth and its effects 3. Different things that can change communities (job loss, environmental issues, housing, etc.) 	<ol style="list-style-type: none"> 1. Current needs and wants 2. Current trends in development in your area 3. What’s important in your community
Types of Assessments	<p>C1: Debate a local issue or Choose one positive or negative development in a community and convince your class that it should happen</p>	<p>C1: Present your plan for your realistic, ideal future community (in 10 years). Use visuals and/or a diorama/model.</p>
Types of Activities	<ul style="list-style-type: none"> • Create a list of local development issues • Guest speaker: Local councillor or someone involved in a development project in the community • Create two population maps for Quebec: current population and 50 years ago(include local numbers) 	<ul style="list-style-type: none"> • Think/pair/share to brainstorm and list what is important and what you envision for your community • Create a class list of things within a community that make it a better place to live. (green space, recreation, housing, etc.)
External Resources	<p>Local newspapers and websites Statcan: Population by year, province and territory: http://www.statcan.gc.ca/tables-tableaux/sum-som/101/cst01/demo02a-eng.htm</p>	<p>Local newspapers, Real estate booklets, local commerce and recreation information booklets Local maps that include information about services and commerce</p>

PWT Year 2/3 GHC Recreation

	<i>Safety and Responsibility</i>	<i>Laws and Licenses</i>	<i>Local Recreation Opportunities</i>
Essential Questions	How can I safely and responsibly enjoy my recreational opportunities?	Which laws do I need to follow in order to participate in some recreational activities?	What kind of recreational activities could/should be available in my area?
Program Content	<ul style="list-style-type: none"> • Safety equipment for activities • Safety precautions for activities • Responsible camping, fishing, biking , ATV's, etc. 	<ul style="list-style-type: none"> • Licensing • Laws regarding equipment • Private property • Laws regarding where a recreation can take place 	<ul style="list-style-type: none"> • Existing recreational opportunities • Current sport and activity trends • Factors that determine participation in an activity
Types of Assessments	C1: Create a safety guide for the recreational activity of your choice. Include responsible choices while participating in this activity.	C1: Set up a school information kiosk on recreational laws and licensing in Quebec C1: Make a public service announcement video – laws and regulations in order to participate in an activity	C1: Create a drawing or diorama of a recreational facility for your area that would allow participants to be active in something that is not currently available.
Types of Activities	<ul style="list-style-type: none"> • Brainstorm and create safety equipment lists for sports and activities • Jigsaw activity: Responsible behaviour for camping, biking, etc. and precautions for these same activities • Show and Tell: students bring in safety equipment • Research safety videos • Discuss injuries and dangers 	<ul style="list-style-type: none"> • Guest speaker - Police Officer • Create a class list of equipment that needs to be worn by law • Discuss activities that should be restricted by specific laws 	<ul style="list-style-type: none"> • Research new sports and activities that are gaining popularity • In groups, present a PowerPoint on a current popular activity that is not available in your area. • Research and discuss recreational facilities (pros and cons)
External Resources	Parachute: Preventing injuries. Saving lives. http://www.parachutecanada.org/safekidscanada ESPN http://espn.go.com/espn/sportscience/index	Boat Exam: http://www.boaterexam.com/canada/ Ministry of Natural Resources: http://www.mrn.gouv.qc.ca/anglais/home.jsp	http://quebec.worldweb.com/Photos/RecreationalActivities/

PWT Year 2/3 GHC

Work

Part 1

	Careers: Past, Present and Future	Working Conditions
Essential Questions	What careers could I have done 100 years ago, and what will I be able to do 100 years in the future?	Why are working conditions important to guide my career decisions?
Program Content	<ol style="list-style-type: none"> 1. Past: Tools – what have machines replaced (hand tools, kitchen tools...) 2. Which tools and jobs will always exist? 3. Exploring the future of jobs 	<ol style="list-style-type: none"> 1. Environmental working conditions (indoor/outdoor, temperature, noise...) 2. Physical working conditions (standing/sitting, clothing/gear/uniform, cleanliness – personal and work space...) 3. Health, well-being, and safety (stressful environments, conflict resolution, hours – shift work vs. regular hours, overtime, risks...)
Types of Assessments	C1: Profile a trendy, local company/business. Highlight what is new about their business or ideas.	C1: Create a video recruiting employees to a job focusing on working conditions
Types of Activities	<ul style="list-style-type: none"> • How would you have done ‘this’ 100 years ago? Get students to make something in the kitchen without using electricity • Brainstorm what factors make a job timeless – childcare, clothing, builders, food industry... (Hierarchy of needs) • Evolution of the computer, iPhone etc.: What’s next? 	<p>MÉLS Hazards in the Workplace LES Environmental (Stress, Noise, etc.) https://www4.mels.gouv.qc.ca/sst/admin/</p> <p>Feb. 21, 2013 NEW USERNAME AND PASSWORD: U: FormationSST P: Fé3@lo1 (needs to be é)</p>
External Resources	<p>From Blacksmiths to Blackboards http://www.civilization.ca/cmcc/exhibitions/tresors/village/index_e.asp Local historical societies Employment websites like monster.ca, etc.</p>	<p>Career Cruising Dirty jobs: http://dsc.discovery.com/tv/dirty-jobs/ Personal Orientation Project – LES about Workplace Safety (could be modified to suit your needs – in French) http://liensppo.qc.ca/pposst/</p>

PWT Year 2/3 GHC

Work

Part 2

<i>Staying Local vs. Moving</i>	
Essential Questions	What factors would make someone move for a job?
Program Content	<ol style="list-style-type: none">1. Cost of living2. Transportation3. Earning potential
Types of Assessments	C1: Debate why one would stay in their home town or move for work. Choose one side of this debate and discuss the pros and cons.
Types of Activities	<ul style="list-style-type: none">• Compare urban, big city, small city, town and Northern communities.• Venn diagram comparing pros and cons• Invite someone from within your community (or from outside) to discuss their options• Use internet to research cost of living in various communities
External Resources	Cost of Living in Canada: http://www.canadaimmigrants.com/quality-of-life/

PWT Year 2/3 GHC
Basic Rights and Freedoms

	Charter of Rights and Freedoms	Fighting for Change
Essential Questions	What are my basic rights?	What does it take to change the world?
Program Content	<ul style="list-style-type: none"> • Why do we need to protect our rights and freedoms? • Early Bills of Rights (English Bill of Rights 1689, USA: Declaration of Independence 1776, French Bill of Rights 1789) • UN Declaration of Human Rights and Rights of the Child • Canada: 1960 Canadian Bill of Rights, Quebec’s Charter 1975, Canadian Charter of Rights and Freedoms • Worker’s Rights • Restricting freedoms 	<ul style="list-style-type: none"> • Values of a society – what matters the most and what are our priorities as a society? • Quiet Revolution and the October Crisis • Worldview: People (Gandhi, Martin Luther King, Malcolm X, Rosa Parks, Bono, Nelson Mandela...) • Current events – what are people doing to incite change?
Types of Assessments	C2: Debate Freedom of Speech: are there any exceptions where a freedom should be restricted?	<p>C2: Prepare a mock news report on the October Crisis.</p> <p>C2: Present to the class a report on someone who has gotten involved and made a positive change in the world/country/community/town/ or school.</p>
Types of Activities	<ul style="list-style-type: none"> • Brainstorm what rights we should have • Comparison chart of the three countries: Canada, USA and France. • Rank order of most important Freedoms to uphold • Create timeline of Bill of Rights in Canada • Produce worker’s rights brochure 	<ul style="list-style-type: none"> • Brainstorm the different things that are important in the classroom, at home, in your neighbourhood, province, country and world. Everything from personal space (classroom) to global environmental concerns. • News report on October Crisis • Research an activist and produce poster
External Resources	<p>Teachers resources for Quebec youth rights and freedoms: http://www.cdpdj.qc.ca/en/Pages/default.aspx “Do the right thing, know your rights” booklet http://www.cdpdj.qc.ca/en/formation/Pages/default.aspx LES about “Freedom of expression” http://www.cdpdj.qc.ca/en/formation/situations/Pages/liberte_guide_preparation.html MÉLS Curriculum: Chapter 8, GHC, information on the theme page 23</p>	<p>‘Just Watch Me’ Clip – P. Trudeau http://www.youtube.com/watch?v=XfUq9b1XTa0 Movie – Invictus Newspapers, news websites cbc.ca MÉLS: Chapter 8, GHC, information on the theme page 23 TVOntario Videos of people getting involved: http://www.getinvolved.ca/videos Craig Kielburger: info and history: Child labour http://www.freethechildren.com/ http://www.nfb.ca/film/hannahs_story/: homeless issue http://tonyspromise.org/: D’Arcy student initiative against drinking and driving</p>

PWT Year 2/3 GHC
Economic Development

	<i>Unionization</i>	<i>Entrepreneurship</i>
Essential Questions	Why do we have unions?	How can I start up my own business?
Program Content	<ul style="list-style-type: none"> • Pre-Union history • History of the growth of unions, • Working conditions and workers' rights • Labour disputes and grievances • Current issues in the news 	<ul style="list-style-type: none"> • Developing a product • Developing a business (service provided) • Local business meeting the needs of the area
Types of Assessments	<p>C2: Create a timeline of the history of unions in Quebec</p> <p>C2: Create a working conditions concept map compiling all the jobs from the JigSaw activity (see activities)</p>	<p>C2: Create a business that either provides a service or product that fills a void in your community.</p>
Types of Activities	<ul style="list-style-type: none"> • Brainstorm as a class types of working conditions, Ex. hot, cold, dirty, clean, noisy, dangerous, etc. • Using these working conditions as categories, the class completes a Jigsaw activity and lists jobs that will fit into each category. Jigsaw = small groups taking turns adding to each category until whole class has created a list • Re-examine Career survey questions that specify working conditions related to your interests and how this is related to career choices (Career Cruising) 	<ul style="list-style-type: none"> • Create your own business plan • Dragons Den (service vs. product, business plans) • Research local businesses for what already exists in different service or trade sectors. • Discuss the different needs and resources in your local area
External Resources	<p>http://thecanadianencyclopedia.com/articles/union-centrals-quebec</p> <p>Child labour pictures: http://www.historyplace.com/unitedstates/childlabor/</p> <p>MÉLS Curriculum: Chapter 8, GHC, information on the theme page 26</p> <p>Movies: Coal Miners Daughter, Norma Rae, etc. http://www.walmartmovie.com/</p>	<p>http://www.cbc.ca/dragonsden/</p> <p>http://www.entrepreneur.com/</p>

PWT Year 2/3 GHC
Roles of the Citizen and State

	Taxes	Taxes - Services
Essential Questions	What do I need to know to pay my taxes?	How do we all benefit from taxes?
Program Content	<ul style="list-style-type: none"> • Terminology and definitions • Basic information (rate, process...) • Relationship between taxes and quality of life • Taxes around the world 	<ul style="list-style-type: none"> • Federal Services – EI, national defense, foreign policy... • Provincial Services – \$7/day daycare, mandatory schooling until 16, funding to colleges and universities, health care... • Municipal Services – roads, recycling, policing...
Types of Assessments	C2: Create a cartoon demonstrating life with taxes vs. life without	C2: What’s important to you – come up with a budget that you would commit to pay for different services
Types of Activities	<ul style="list-style-type: none"> • True or False pre quiz • Cartoon analysis • Mock activity: filing taxes • Country profiles regarding taxes 	<ul style="list-style-type: none"> • Complete taxes in my everyday life • Compare other provinces • Chart division of responsibilities
External Resources	Canada Revenue Agency: Responsible Citizenship and Canadian Tax system Teacher resources ,guide and activities: http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/tchtx/menu-eng.html	Canada Revenue Agency: Responsible Citizenship and Canadian Tax system Teacher resources ,guide and activities: http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/tchtx/menu-eng.html Newspapers, news sites

Program Content MÉLS Curriculum Documents

We highly recommend teachers view this original source document as it has specific examples of **what could be taught** and **suggested activities for each concept**.

To view the Geography, History and Citizenship program,
go to: <http://www.mels.gouv.qc.ca/en/parcours-de-formation-axee-sur-lemploi/>

Resources

Themes	Year 1	Year 2/3
Housing	<p>LEARN Geography info: http://www.learnquebec.ca/en/content/curriculum/social_sciences/sec_geography/resources/cycle1/geocyc1_cul_ur.html</p> <p>Google Earth: http://www.google.com/earth/</p> <p>Statscan Teacher Resource for Urban/Rural comparison: http://www41.statcan.gc.ca/2006/3119/ceb3119_002-eng.htm</p>	<p>Statcan: Population by year, province and territory: http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo02a-eng.htm</p>
Recreation	<p>Skills for Life Series My Hobbies and Leisure Time http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/</p> <p>Canadian Physical Activity Guidelines http://www.csep.ca/english/view.asp?x=804</p> <p>Participation website: http://www.participation.com/en-us/Home.aspx</p> <p>Live Positively http://www.livepositively.ca/whocares/sogoParticipation/index.js</p> <p>Special Olympics http://www.specialolympics.ca/</p> <p>TransCanada Trail http://tctrail.ca/</p> <p>Parks Canada http://www.parkscanada.ca/</p> <p>Discover Your Capital http://www.canadacapital.gc.ca/places-tovisit/gatineau-park</p>	<p>Parachute: Preventing injuries. Saving lives. http://www.parachutecanada.org/safekidscanada</p> <p>ESPN http://espn.go.com/espn/sports/science/index</p> <p>Boat Exam: http://www.boaterexam.com/canada/</p> <p>Ministry of Natural Resources: http://www.mrn.gouv.qc.ca/english/home.jsp</p> <p>http://quebec.worldweb.com/Photos/RecreationalActivities/</p>
Work	<p>Jobs in the Canadian Forestry Sector www.canadian-forests.com</p> <p>How It's Made Videos www.discoverychannel.ca</p>	<p>MÉLS Hazards in the Workplace LES https://www4.mels.gouv.qc.ca/sst/admin/ USERNAME AND PASSWORD: U: FormationSST P: Fé3@lo1 (needs to be é)</p> <p>From Blacksmiths to Blackboards http://www.civilization.ca/cmcc/exhibiti</p>

		<p>ons/tresors/village/index_e.asp</p> <p>Dirty jobs: http://dsc.discovery.com/tv/dirty-jobs/</p> <p>Personal Orientation Project – LES about Workplace Safety (could be modified to suit your needs – in French) http://liensppto.qc.ca/pposst/</p> <p>Cost of Living in Canada: http://www.canadaimmigrants.com/quality-of-life/</p>
<p>Exercise of Basic Rights and Freedoms</p>	<p>Skills for Life Series: Section 4: Being a Canadian Citizen http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/</p> <p>Free online citizenship test http://www.v-soul.com/onlinetest/</p> <p>Free resource booklets can be ordered from Fed govt.: http://www.yourlibrary.ca/citizenship/Booklet.pdf</p> <p>Passage to Canada digital archive: Immigrant/refugee journeys: http://www.passagestocanadaarchive.com/da/splashpage.asp</p> <p>The Top Ten Canadians of All Time http://www.filibustercartoons.com/greatest%20Canadians.htm</p> <p>I am Canadian http://www.youtube.com/watch?v=BRI-A3vakVg</p> <p>Heritage Minutes Collection https://www.historicacanada.ca/content/heritage-minutes/agnes-macphail</p>	<p>Teachers resources for Quebec youth rights and freedoms: http://www.cdpdj.qc.ca/en/Pages/default.aspx</p> <p>“Do the right thing, know your rights” booklet http://www.cdpdj.qc.ca/en/formation/Pages/default.aspx</p> <p>Elections Canada Riding profiles, maps, etc.: http://www.sfu.ca/~aheard/elections/ridings.html</p> <p>LES about “Freedom of expression” http://www.cdpdj.qc.ca/en/formation/situations/Pages/liberte_guide_preparation.html</p> <p>Just Watch Me’ Clip – P. Trudeau http://www.youtube.com/watch?v=XfUq9b1XTa0</p> <p>TVOntario Videos of people getting involved: http://www.getinvolved.ca/videos</p> <p>Craig Kielburger: info and history: Child labour http://www.freethechildren.com/</p> <p>A young girls story of homelessness http://www.nfb.ca/film/hannahs_story/</p> <p>D’Arcy student initiative against drinking and driving http://tonyspromise.org</p>

<p>Economic Development</p>	<p>The Seven Wonders of the Industrial World: http://www.urbanghostsmedia.com/2011/05/wonders-industrial-world/</p> <p>Industrial Revolution Resources http://www.schoolhistory.co.uk/year9links/industrial_sheets.shtml</p> <p>Government of Canada: Services for Youth http://www.youth.gc.ca/eng/home.shtml</p> <p>Youth Employment Services in Montreal http://www.yesmontreal.ca/yes.php</p> <p>Career Cruising website www.careercruising.com</p> <p>Student Employment – Real Experience! http://emploiquebec.net/index_en.asp</p>	<p>Historica Canada – Quebec Unions http://thecanadianencyclopedia.com/articles/union-centrals-quebec</p> <p>Child labour - images http://www.historyplace.com/unitedstates/childlabor/</p> <p>Wal Mart: The High Cost of Low Price http://www.walmartmovie.com/</p> <p>Dragons Den http://www.cbc.ca/dragonsden/</p> <p>Entrepreneur Website http://www.entrepreneur.com/</p>
<p>Roles of Citizens and the State</p>	<p>Citizenship questions: http://www.yourlibrary.ca/citizenship/Booklet.pdf</p> <p>Parliament of Canada webpage – with teacher resources http://www.parl.gc.ca/About.aspx?Language=E</p> <p>Elections Canada Riding profiles, maps, etc.: http://www.sfu.ca/~aheard/elections/ridings.html</p> <p>Elections Canada website: http://www.elections.ca/home.aspx</p> <p>Discover Canada: The Rights and Responsibilities of citizenship: http://www.cic.gc.ca/EnGLISH/resources/publications/discover/index.asp</p> <p>“Iron Jawed Angels” movie https://www.youtube.com/watch?v=SiZRUoqWKB0</p>	<p>Teacher resources ,guide and activities: http://www.cra-arc.gc.ca/tx/ndvdl/dctrs/tchtx/menu-eng.html</p> <p>Skills for Life Series: Section 4: Being a Canadian Citizen http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/</p>

