

UNIT 1

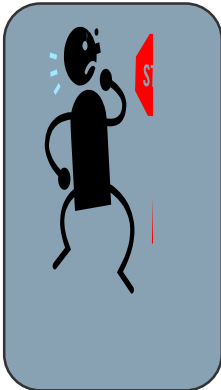
GLOBAL CITIZENSHIP

TERMS & ISSUES



<input type="checkbox"/>	POWER OF ONE PERSON
<input type="checkbox"/>	GLOBAL CITIZENSHIP
<input type="checkbox"/>	GLOBAL ACTIVISM
<input type="checkbox"/>	GENOCIDE
<input type="checkbox"/>	UNITED NATIONS
<input type="checkbox"/>	DISCRIMINATION AND RACISM

PEOPLE



<input type="checkbox"/>	PAUL RUSESABAGINA
<input type="checkbox"/>	ROMEO D'ALLAIRE
<input type="checkbox"/>	OSKAR SCHINDLER
<input type="checkbox"/>	NELSON MANDELA
<input type="checkbox"/>	MARTIN LUTHER KING JUNIOR & ROSA PARKS
<input type="checkbox"/>	MAHATMA GHANDI
<input type="checkbox"/>	DAVID SUZUKI
<input type="checkbox"/>	FAMOUS FIVE WOMEN & AGNES MACPHAIL
<input type="checkbox"/>	VIOLA DESMOND
<input type="checkbox"/>	PIERRE TRUDEAU & CHARTER OF RIGHTS AND FREEDOMS

KEY GLOBAL ISSUES

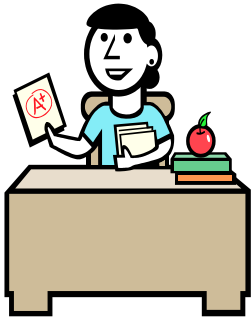


<input type="checkbox"/>	GENOCIDE IN RWANDA
<input type="checkbox"/>	HOLOCAUST IN EUROPE
<input type="checkbox"/>	RACISM & DISCRIMINATION IN THE USA
<input type="checkbox"/>	RACISM & DISCRIMINATION IN CANADA
<input type="checkbox"/>	APARTHEID IN SOUTH AFRICA
<input type="checkbox"/>	ATROCITIES ACROSS THE WORLD
<input type="checkbox"/>	CANADIANS ABROAD & AT HOME (RESIDENTIAL SCHOOLS)
<input type="checkbox"/>	SEXISM AT HOME AND ABROAD
<input type="checkbox"/>	

TAKING A STAND



<input type="checkbox"/>	NON-GOVERNMENTAL ORGANIZATIONS
<input type="checkbox"/>	CREATING CHANGE
<input type="checkbox"/>	BEING A GOOD GLOBAL CITIZEN
<input type="checkbox"/>	HOW TO HAVE YOUR VIEWS HEARD
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



ASSIGNMENTS

	MAJOR PROJECT & PRESENTATION
	LETTER WRITING CAMPAIGN – EITHER THIS UNIT OR NEXT
	NEWS REPORT
	UNIT TEST

Learning Goals

By the end of this unit you will learn about:

Informed Citizenship. An understanding of key civics questions, concepts, structures, and processes is fundamental to informed citizenship. In a diverse and rapidly changing society that invites political participation, the informed citizen should be able to demonstrate an understanding of the reasons for and dimensions of democracy. In the Civics course, students will gain an understanding of contrasting views of citizenship within personal, community, national, and global contexts. As well, they will learn the principles and practices of decision making.

Purposeful Citizenship. It is important that students understand the role of the citizen, and the personal values and perspectives that guide citizen thinking and actions. Students need to reflect upon their personal sense of civic identity, moral purpose, and legal responsibility – and to compare their views with those of others. They should examine important civic questions and consider the challenges of governing communities in which contrasting values, multiple perspectives, and differing purposes coexist.

Active Citizenship. Students need to learn basic civic literacy skills and have opportunities to apply those skills meaningfully by participating actively in the civic affairs of their community. Civic literacy skills include skills in the areas of research and inquiry, critical and creative thinking, decision making, conflict resolution, and collaboration. Full participatory citizenship requires an understanding of practices used in civic affairs to influence public decision making.