



BC's SOCIAL STUDIES 10 WITH THE CIVIC MIRROR

BACKGROUND FACTS

- * In British Columbia, students are not required to take a social studies course in Gr. 12. As a result, the Social Studies 11 is massive in its scope so as to ensure students graduate with a solid understanding of what it means to be Canadian.
- * Given the size of SS11, and the fact that it is provincially examinable, teaching all of the content and concepts in a way that is meaningful is a challenge to say the least.
- * There is no remedial version of SS11, unlike the English, Math, and Science curricular strands (and no, Civics 11 is just as difficult as SS11); *consequently*, teaching this high-level course to a diverse range of learners – all of who have to write its provincial exam – is even more challenging, if not downright stressful.
- * The content and concepts taught in SS11 are abstract and very complex. A case could easily be made that students need to have a fundamental understanding of Canadian politics, basic economics, and “citizenship” in order to fully grasp many of the SS11 learning outcomes (e.g. the rise of fascism in the 1920s due to economic hardship, the importance and significance of the human rights movement, or the global decision making process in light of resource shortages and overpopulation).
- * The current social studies curriculum in British Columbia focuses on history from Gr. 7 -10 and, consequently, does not provide students with enough opportunities to develop the requisite knowledge to fully grasp SS11's high-level content and concepts given the teaching and learning circumstances outlined above.

PURPOSE OF THE CIVIC MIRROR IN SOCIAL STUDIES 10

The Civic Mirror is a simulation-based program that turns classrooms into countries and students into citizens, providing students with opportunities to experientially learn about law, government, economics, and responsible citizenship. This curricular proposal suggests that SS10 teachers condense their existing scope and sequences by 5 weeks in order to work through the Civic Mirror program.

By the end of the unit students will have an experiential understanding the following concepts which will help them better grasp the learning outcomes in SS10 (making up for the lost calendar time) and SS11. In fact, if this became a department-wide social studies initiative, the SS11 Government unit could be covered in an opening review in a week or so.

In sum, using the Civic Mirror in SS10 will help students better understand and appreciate everything else they are required to learn about nations, governments, laws, economies, and citizenship in SS10 and SS11.

“Exposure to civics-related coursework is not enough to make more than a marginal difference for the vast majority of students. Far more important to predicting knowledge and discussion is **whether students acquire a liking for the subject matter.** – CIRCLE research finding

What follows is a summary of the Civic Mirror's main events and a 5-week unit summary with detailed lesson plans. For more information about the *Civic Mirror* and how to get started, visit www.civictimirror.com.

CIVIC MIRROR PRE-GAME EVENT ICONS:



Intro



Practice Run



Create Country



Citizen Profiles



Constitution



Elections



Property Auction

CIVIC MIRROR GAME EVENT ICONS:



Winter:
Govt Event



Spring:
Open Market



Summer:
Town Hall



Fall:
National Court



Year End
Calculations

INTER-YEAR ICONS



Hidden Agenda Apps



Performance Evaluation



Reflection & Connection

* for more information on these events, visit www.civicmirror.com or refer to the Civic Mirror Manuals

VISIT WWW.CIVICMIRROR.COM TO GET STARTED

SOCIAL STUDIES 10 SCOPE & SEQUENCE





Although most districts have between 18 and 20 weeks per semester, this 16-week scope and sequence was used to account for review time, shortened weeks, and lost classes due to in-school activities. Some SS10 teachers like to keep the Civic Mirror alive after the *Politics and Citizenship* unit and run what's been termed "Civic Mirror Fridays." This converts to roughly one simulated year per month as there are four events (seasons) per year.

Week No.	Units of Study
1	Politics and Citizenship with <i>The Civic Mirror</i>
2	↓
3	↓
4	↓
5	↓
6	Essay-Writing and the 6-Point Scale
7	Canadian Geography
8	↓ Creating Canada ~ 1820 to Confederation
9	↓
10	↓
11	Culture Clash - Westward Expansion and The Prairies to 1896
12	↓
13	British Columbia to 1896
14	↓
15	Laurier Era and the Emergence of Modern Canada
16	↓








Note:

In the scope and sequence **there are several lecture and/or activities slots that have been highlighted.** We have done this because they will require teachers to teach key concepts that relate to an upcoming Civic Mirror event and may require additional planning beyond what's provided in the Civic Mirror manuals and website.





Week 1

MONDAY,	TUESDAY,	WEDNESDAY,	THURSDAY,	FRIDAY,
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Have class set of CM Student Manuals (SMs) * Book computer lab for Wednesday and Thursday 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make class copies of Reading Check #1 (in IM) * CM videos or slideshow 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Create CM Country Account, add students and set up Practice Run 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Pre-post discussion forum topic about what they learned from PR and how it might affect their answers to question #1 on Monday 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * make copies of political spectrum readings
<p><i>IN-CLASS</i></p> <p>Civic Mirror Intro </p> <ul style="list-style-type: none"> * Introduce the Government & Citizenship using lesson plan notes on pgs 46-47 of Civic Mirror Instructor's Manual (IM) * Students use pgs 22-23 from CM Student Manual * Goal of lesson is to assess current understanding for comparison at end of unit 	<p><i>IN-CLASS</i></p> <p>Civic Mirror Intro </p> <p><i>Lesson plan notes on pgs 50-51 in IM</i></p> <ul style="list-style-type: none"> * Students complete Reading Check #1 (open book, handwritten notes allowed) * Mark as a class * Introduce Civic Mirror with videos and/or slideshow; hold follow-up discussion * Silent reading 	<p><i>IN-CLASS</i></p> <p>Practice Run </p> <p><i>Lesson plan notes on pgs 76-77</i></p> <ul style="list-style-type: none"> * Students complete Reading Check #2 (same as yesterday); mark later * Read pgs 48-50 in SM as class before going to lab * Go to lab, students follow instructions on page 48-50 * With 5-7 minutes left, tell students they can continue trading overnight until class starts tomorrow. 	<p><i>IN-CLASS</i></p> <p>Practice Run </p> <ul style="list-style-type: none"> * Start class in computer lab * Give students additional 10 minutes to buy, sell, trade * End Practice Run by advancing to next season; review results * Show students how to use discussion forums * Students use rest of class to discuss your discussion prompt in online forums 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Using projector, discuss some of the most interesting posts from the online forum * Discuss how the experience affected their answers to Monday's question of "What are my political, economic, and social philosophies?" * Intro notes/lecture on political spectrum (use chart from politicalcompass.org with social & economic continuums as centerpiece) * Silent reading if time remains
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read pgs 8-30 in SM 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Read pgs 30-45 in SM 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students expected to participate in Practice Run overnight 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Online forum question: initial 300-500 word response, and 2 meaningful replies to others' posts 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Students to read political spectrum packet * Do politicalcompass.org survey and print result



Week 2

MONDAY,	TUESDAY,	WEDNESDAY,	THURSDAY,	FRIDAY,
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Copies of the Political Spectrum Reading Packet * Book computer lab for Wednesday 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program, input new country name * Begin Citizen Profile planning process 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * COMPLETE CITIZEN PROFILES steps, pgs 86-7 (IM)  * Prepare Hidden Agendas for deliver to students. * Make copies of assessment rubrics (from IM) 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program * Prepare constitution, rights and freedoms lecture. 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Make copies of jigsaw evaluation sheets
<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Reading Check on Political Spectrum Packet * Mark as class and review; discuss survey results Create National Identity #1  <i>Use lesson plan notes from IM pg. 81 for next activities</i> * Read pre-activity info on pgs 51-52 in SM as a class * With at least 35 minutes left in class, students follow National Identity Task Script * With 5 minutes left, explain HW assignments 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> Create National Identity #2  <i>Lesson plan notes, pg. 88 IM</i> * Discuss “quality of process” in yesterday’s student-run event. Emphasize need for respect, rules, leaders, and self-government. * With projector, post new discussion topic for HW * National Identity Item votes (15 min.). Offer \$CM to upload selections to website. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Using projector, discuss some of the most interesting posts from the online forum CM Evaluation  Distribute assessment rubrics. Explain by reading pgs 14-15 (SM) and review rubrics as a class. Citizen Profiles  * Read pgs 56-57 (SM) as a class * Give students Hidden Agendas as they leave for lab. * In lab, students are to create their family’s identities and review their Hidden Agendas. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Constitution KWL activity, pg 92 (IM)  * Breakout lecture on constitutional law and human rights & freedoms (what are they, why they exist, and what they do.) Refer to the Practice Run’s ‘lawlessness’ to emphasize and personalize importance. Constitutional Jigsaw #1 * Read pgs 58-61 as a class, put students into 6 evenly talented groups. * Groups paraphrase their section of the Canadian Constitution & Charter 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> Constitution Jigsaw #2  <i>Lesson plan notes, pg. 97 IM</i> * Groups hand-in paraphrased copies, distribute evaluation sheets to groups. * While groups review evaluation criteria, make copies of paraphrased work for peer evaluations * Peer evaluations of student-paraphrased sections of the constitution.
<p><i>H/W</i></p> <ul style="list-style-type: none"> * Make National Identity items for tomorrow’s in-class votes. 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Reply to HW discussion topic, same format as last week’s 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Develop strategy plans to meet Hidden Agendas objectives. 	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Groups paraphrase their section of the Constitution & Charter into teenage lang. 	







Week 3

MONDAY,	TUESDAY,	WEDNESDAY,	THURSDAY,	FRIDAY,
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <p>* Evaluate the student evaluations; collate marks</p> <p>* Prepare lecture/activity on political parties</p>	<p><i>PREP</i></p> <p>* Advance program to Elections stage</p> <p>* Optional: prepare supplies for 'wine and cheese'</p>	<p><i>PREP</i></p> <p>* prepare lecture/activity on Canada's electoral system</p>	<p><i>PREP</i></p> <p>* Make copies of ballots</p>	<p><i>PREP</i></p> <p>* Input elected students into Law & Govt page and advance program to Hex Auction stage.</p>
<p><i>IN-CLASS</i></p> <p><i>Lesson plan notes, pg. 100 IM</i></p> <p>* Review the unit's guiding questions (pgs 22-23 SM) and importance of constitutional law</p> <p>* Introduce elections process by reading pgs 64-67 as a class</p> <p>* 15 minute Lecture / Activity on Canada's political parties</p>	<p><i>IN-CLASS</i></p> <p>* 10 minute carry-over: Lecture / Activity on Canada's political parties</p> <p>Forming Political Parties </p> <p>* Read "forming parties" step on pgs 65-66 to begin political wine & cheese. Let the 'politicking' begin.</p> <p>* With 15 minutes left in class, remind students of campaign debates and the H/W forum topic (due Thur)</p>	<p><i>IN-CLASS</i></p> <p>* 15 minute Lecture / Activity on Canada's electoral system </p> <p>* Read pgs 68-69 (SM) to review how CM parties gain power.</p> <p>Campaign Debates</p> <p>* Follow procedure on pg 67 (SM) to facilitate debates</p> <p>* With 5 minutes left, remind students of H/W forum topic</p>	<p><i>IN-CLASS</i></p> <p>* 10 minute carry-over: Lecture / Activity on Canada's electoral system</p> <p>* Using projector, discuss interesting posts from the online forum </p> <p>* Candidates given 30 final seconds each to campaign</p> <p>* Set-up room for elections – campaigning ends. CEO and teacher facilitate ballot casting. CEO tallies votes after class and posts results online.</p> <p>* Assign Hex Auction reading for tomorrow (pgs 70-72)</p>	<p><i>IN-CLASS</i></p> <p>* Announce the elections results; explain how PM will be auctioning for Govt.</p> <p><i>Lesson plan notes, pg. 108 IM</i></p> <p>Hex Auction </p> <p>* Answer any questions about upcoming Hex Auction</p> <p>* Allow 5-7 minutes for final strategizing, set up computer</p> <p>* Using one of the two methods outlined in IM, facilitate Hex Auction</p> <p>* Silent auction remaining hexes if you run out of time.</p>
<p><i>H/W</i></p> <p>* prepare for tomorrow's political wine and cheese</p>	<p><i>H/W</i></p> <p>* Candidates prepare for campaign debates</p> <p>* Reply to elections HW forum topic like before (Thr)</p>	<p><i>H/W</i></p> <p>* Reply to elections HW forum topic (same steps as before)</p>	<p><i>H/W</i></p> <p>* Read pgs 70-72 (SM)</p>	<p><i>H/W</i></p>

Week 4

MONDAY,	TUESDAY,	WEDNESDAY,	THURSDAY,	FRIDAY,
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <ul style="list-style-type: none"> * Read pg 113 & 117 in IM * Advance program to Winter 2000 * Prepare House of Commons lecture/activity 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Book computer lab for Thursday 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Prepare lecture/activity 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Advance program to Spring 2000 * Possibly prepare lecture 	<p><i>PREP</i></p> <ul style="list-style-type: none"> * Prepare lecture on diplomacy, integrity, and constructively dealing with conflict
<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * In-class discussion from suggested talking pts in pgs 113 & 117 in IM * Read pgs 74-80 (SM) as a class and discuss * 30 minute Lecture / Activity on House of Commons – roles and responsibilities 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Collect PM's agenda, instruct students to set up room as on pg. 80 (SM) <p>Winter 2000: House of Commons</p>  <ul style="list-style-type: none"> * Students follow House of Commons script on 81-84 (SM) to appoint judge, work through Question Period, and pass 1 or more bills into laws. 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Combine a 30 min House of Commons Lecture / Activity on "How a Bill Becomes a Law" with a discussion of yesterday's event. * Read and discuss pgs 85-90 (SM) on valuations, financial goal setting, and succeeding economically. * Free time to plan, strategize, and politick 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Use talking points outlined on pg 130 (IM) to provide focus for today's event -- OR – Lecture / Activity on Tort and Contractual Law. <p>Open Market</p>  <ul style="list-style-type: none"> * With at least 30 min left in class, take students down to computer lab to begin buying, trading, and selling. * Remind students to start initiatives, and how that is a an evaluation component 	<p><i>IN-CLASS</i></p> <ul style="list-style-type: none"> * Begin class by asking students to discuss what could be improved about their country's government, economy, as well as their current family situation. * Make a class list, emphasizing that <i>everyone in society cannot be happy, conflict inevitable</i> * Lecture on diplomacy, integrity, and constructively dealing with conflict * Explain purpose of Town Halls, read pgs 91-94 (SM) * Work prd for HW assign.
<p><i>H/W</i></p> <ul style="list-style-type: none"> * PM prepares agenda for House of Commons * 	<p><i>H/W</i></p>	<p><i>H/W</i></p>	<p><i>H/W</i></p>	<p><i>H/W</i></p> <ul style="list-style-type: none"> * Prepare <i>at least one</i> issue / grievance to address in Town Hall. Prepare opening statement w supporting pts

Week 5

MONDAY,	TUESDAY,	WEDNESDAY,	THURSDAY,	FRIDAY,
TYPE NAME OF UNIT OF STUDY				
<p><i>PREP</i></p> <p>* Advance program to Summer 2000</p>	<p><i>PREP</i></p> <p>* Prepare lecture on court system and trial proceedings</p>	<p><i>PREP</i></p> <p>* Advance program to Fall 2000</p>	<p><i>PREP</i></p> <p>*</p>	<p><i>PREP</i></p> <p>* Review Hidden Agenda Applications and Award Status Points * Prepare copies of self-evaluation rubrics</p>
<p><i>IN-CLASS</i></p> <p>Lesson notes on pg 138 (IM)</p> <p>* HW check that students have issue/grievance prepared for Town Hall</p> <p>*Quick re-cap on need for active & vocal citizenry.</p> <p>Town Hall</p> <p>* Select moderator, set up room</p> <p>* Students follow Town Hall script; pull students aside to coach/encourage their participation</p> <p>* With 10-12 minutes left, National Judge takes call for Suits / Accusations (pg. 94 in SM)</p> 	<p><i>IN-CLASS</i></p> <p>* Overview of court system and trial proceedings (25-30 mins)</p> <p>* Read pgs 95-97 (SM) as a class.</p> <p>* Work through the suggested "Introduction" mini-lesson on pg 143 (IM)</p> <p>* With remaining time, students prepare cases for tomorrow's law suits.</p>	<p><i>IN-CLASS</i></p> <p>Review Lecture / Activity on court system and trial proceedings (10-15 min), then</p> <p>National Court</p> <p>* Set-up</p> <p>* Students work through National Court script on pgs 98-100 in SM</p> <p>* End with 5 mins, remind students that the Year 2000 ends tomorrow at the start of class.</p> 	<p><i>IN-CLASS</i></p> <p>Lesson notes on pg 156-157 (IM)</p> <p>End Year 2000</p> <p>* Using projector, advance program past Fall 2000 to end year</p> <p>* Discuss results as a class (this can be lots of fun)</p> <p>Hidden Agenda Apps</p> <p>* Handout applications and give students 15 mins to complete, then hand in</p>  	<p><i>IN-CLASS</i></p> <p>Performance Evaluation</p> <p>* Hand back Hidden Agenda Apps, handout CM Evaluation Rubrics; give students 15 minutes to complete</p> <p>Final Reflection & Connection</p> <p>* Introduce final reflection and connection essay topic</p>  
<p><i>H/W</i></p> <p>*</p>	<p><i>H/W</i></p> <p>* Prepare Court Cases</p>	<p><i>H/W</i></p> <p>* Final night to provide for families</p>	<p><i>H/W</i></p>	<p><i>H/W</i></p>