

RPL

Recognizing Prior Learning (RPL)

RPL Resource Guide for Adult Learning Centres

World Issues 40S

Version 1 September 2008



RPL Skills
Assessment
Learning
Knowledge
recognition
Change prior
Skills
Prior
Change Learning
Assessment
Prior Learning
knowledge
Change
skills recognition
Knowledge
prior Learning
Assessment
recognizing
Skills
RPL

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Rationale

World Issues 40S (Grade 12) is a Manitoba Education, Citizenship and Youth department developed course. Credit in this course may be used as one of the four required Grade 12 credits towards a *Mature Student High School Diploma (MSHSD)*.

World Issues 40S (Grade 12) is identified as a course that is offered by many of the Adult Learning Centres (ALCs) and has adult relevant and specific curriculum suited for learners to receive Recognizing Prior Learning (RPL) credit. The learning outcomes of the course facilitate the assessment of learning for both partial and full credits. ALCs have indicated that the course outcomes are particularly relevant for Aboriginal learners and immigrants. Adult learners should not have to repeat in a course what they already know and can do. The *World Issues RPL Resource Guide* provides a self assessment and suggestions for ALCs to conduct a RPL assessment.

This RPL resource guide supports the *PLAR Policy and Procedures Guide for Adult Learning Centres* and assists Adult Learning and Literacy Branch to ensure that RPL processes for this course are accountable and credible.

A Note to the RPL Advisor/Assessor:

If students can demonstrate or provide documentation to show proof of the competencies required by any of the sample assignments, it may not be necessary to do all of the assignments.

Other assignments, not included in the guide, may be used as deemed necessary or preferable.

A Note to Students:

First, complete the self-assessment that follows to see to what extent you have the skills, interests and abilities that would give you a good chance for success in the RPL process for this credit.

Second, work with your RPL Advisor/Assessor, complete the necessary assignments which are tied to key outcomes in the course and will allow you to demonstrate those outcomes.

The assignments you complete may be from this guide, or may consist of others as determined with your RPL Advisor/Assessor.

Definition

Social Studies is the study of people in relation to each other and to the world in which they live. In Manitoba, Social Studies is comprised of the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, Social Studies examines the past and present and looks toward the future. Social Studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

Vision

Social Studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social Studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Goals of Social Studies

Social Studies enables students to acquire skills, knowledge and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Senior 4, and are divided into five categories:

- **Canada:** Social Studies enables students to...
 - Acquire knowledge and understanding of Canadian History and geography
 - Appreciate the achievements of previous generations whose efforts contributed to the building of Canada
 - Critically understand the Canadian political structures, processes and the institutions of Canadian society
 - Fulfill their responsibilities and understand their rights as Canadian citizens
 - Understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
 - Analyze Canadian public issues and take rationally and morally defensible positions
 - Develop a sense of belonging to their communities and to Canadian society
 - Respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

- **The World:** Social Studies enables students to...
 - Acquire knowledge and understanding of world history and geography
 - Respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
 - Develop global awareness and a sense of global citizenship
 - Understand and appreciate the role of international organizations
 - Analyze global issues and take rationally and morally defensible positions
 - Develop a commitment to social justice and quality of life for all the world's peoples
 - Assess questions of national self-interest and the interests of other countries and the world as a whole

- **The Environment:** Social Studies enables students to...
 - Acquire and apply geographic skills, knowledge, and understanding
 - Recognize that a sustainable natural environment is essential to human life
 - Assess the impact of human interaction with the environment
 - Propose possible solutions to environmental problems
 - Live in ways that respect principles of environmental stewardship and sustainability

- **Democracy:** Social Studies enables students to...
 - Critically understand the history, nature, and implications of democracy
 - Assess alternatives to democracy, past and present
 - Understand the history and foundations of parliamentary democracy in Canada
 - Participate in public affairs in accordance with democratic principles
 - Demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
 - Critically understand the role of various institutions in civil society
 - Recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
 - Identify ways in which Canadian democracy could be improved, and work to improve it
 - Participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
 - Take a stand on matters of fundamental principle or individual conscience

- **General Skills and Competencies:** Social Studies enables students to...
 - Engage in disciplined inquiry, applying research skills, critical thinking, and decision making
 - Think historically and geographically
 - Critically analyze and research social issues, including controversial issues
 - Work collaboratively and effectively with others
 - Solve problems and address conflicts in creative, ethical, and non-violent ways
 - Develop openness to new ideas and things beyond the limits of conventional wisdom
 - Apply effective communication skills and enhance media literacy
 - Use and manage information and communication technologies

General Learning Outcomes

The following six general learning outcomes provide the basic conceptual structure for social studies from Kindergarten through Senior 4. They are the basis for the specific learning outcomes for each grade.

1. Identity, Culture and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

2. The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

3. Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

4. Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

5. Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

6. Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

World Issues 40S is intended to help students:

- develop a greater understanding of world issues
- examine the historical, current, and future implications of world issues
- analyze the effects of world issues on quality of life within different political, social, and economic systems
- explore various perspectives on world issues
- gain informed opinions on world issues

The major goals of the **World Issues 40S** curriculum are to help students gain a better understanding of the quality of life in various worlds in terms of:

- the interdependence of societies that subscribe to different political and social systems and societies that are at different levels of development
- the major geo-political organizations of the world and the potential of major conflict among them
- the relationship of nations to international organizations promoting cooperation and peaceful solutions
- the role of the media in shaping the perceptions of people
- the differing perceptions of basic human rights in various parts of the world
- the conflict between the struggle for peace and the threat of war resulting from the growth of militarism and the presence of nuclear weapons in the world
- the use of terrorism by groups to achieve certain goals
- the conflicts that nationalism and imperialism create in the struggle for world unity and peace
- the role and effect of major religions on world issues
- the effect of an increasing world population on adequate diet, demography, governments, and individuals in various parts of the world
- the ever-increasing demand for resources and energy and the resulting pressures on the environment and the economy in all parts of the world

- the increasing pressures that industrialization and urbanization place on governments, groups, and individuals to meet the demands for an adequate quality of life
- the conflicts challenging the nations of the world in establishing management and ownership of the seas and of space
- the effect of world trade, foreign aid, and international organizations on the economic and social gap between the rich and poor countries of the world
- the effect of technological changes on the way people live
- the implications for the future if present trends continue (sustainability)
- alternatives to present trends

Specific Topics and Focusing Questions

World Issues 40S curriculum includes five units:

- Unit I The Role of Media in World Issues**
- Unit II Global Organization: East-West and North-South**
- Unit III Quality of Life Perceptions**
- Unit IV World Issues**
- Unit V The World of the Future**

Unit I **The Role of Media in World Issues**

Unit I is designed to help students understand the way in which the media shape people's attitudes and perceptions of world issues. Media – electronic and print – have become a dominant force in Western society. An understanding of the power of media in the shaping of perceptions and creation of attitudes is fundamental in a world-issues course. To reach this understanding, students need opportunities to:

- identify and analyze the various electronic and print forms of media, including their purpose, effect, and effectiveness
- explore and analyze communication techniques used in various media forms
- analyze the intended audiences of media messages
- differentiate between news, entertainment, info-attainment, and advertising
- analyze connections between marketing/consumerism and media (e.g., How does advertising affect purchasing decisions? How does consumerism affect the sustainability of natural resources? Child labor practices in developing countries?)
- analyze connections between politics and media (e.g., how does ownership of a newspaper chain or television network affect editorial content and public opinions? How do the media influence political views and public elections? How has the presence of video cameras in the House of Commons and City Hall affected politics?)
- analyze the media and the portrayal of stereotypes (e.g., gender, race, age, physical characteristics)
- analyze how the media shape their own and others' perceptions and attitudes
- become critically minded and aware of the effect of media upon their daily lives, and make conscious decisions regarding the messages presented to them by media

Unit II Global Organization: East-West and North-South

Unit II is designed to help students develop a greater awareness and understanding of the relationships that exist among nations in terms of both East-West and North-South orientations.

1. The Geo-Political Organizations of the World

- What do the concepts *East-West* and *North-South* mean?
Which nations belong to the East, West, North, and South?
- What conflicts and cooperation exist in the East-West relationship?
In the North-South relationship?
In other relationships?

2. Promoting and Protecting Quality of Life

- Why do nations choose to cooperate or enter into conflict with each other?
Within their own jurisdictions?
- What actions are taken by countries to enhance, promote, and protect their quality of life?
- Which current world events could potentially lead to a major world conflict?
- What would be the implications of a major world conflict?
- What course of action should be pursued to prevent a major world conflict?

Unit III Quality of Life Perceptions

Unit III is designed to help students develop a greater awareness and understanding of the various ways in which societies organize themselves politically, economically, and socially.

1. Quality of Life in Canada

- What are the essential features for a reasonable or adequate quality of life?
To which features do you give priority?
- What institutions have been established in your community and in Canada to enhance quality of life?
Why are some institutions interdependent with those in other communities and countries?
How successful is your community and Canada in achieving an adequate quality of life?
- What are the strengths/weaknesses of a society that is organized like Canada's?
What is life like in a society such as Canada's?
- What historical factors have led to the establishment society in Canada?

2. Quality of Life in Russia

- How is society in Russia organized differently from that in Canada?
- What institutions have been established to enhance the quality of life in a society such as Russia's?
- To what extent has Russia been able to achieve an adequate quality of life for its inhabitants?
- What are the strengths and weaknesses of a society organized like Russia's?
- What would life be like in such a society?
- What historical factors have led to the establishment of a society such as Russia?

3. Quality of Life in Developing Countries

- What are some differences in quality of life between developed and developing nations?
- How do the institutions of a society in a developed nation compare with those in a developing nation?
- To what extent has the developing society been able to achieve an adequate quality of life?
What would life be like in a developing nation?
- What historic factors have led to the present situation in the developing nations?
- What alternatives are there for enhancing the quality of life in a developing society?

Unit IV World Issues

Approach A:

Explore a particular issue from both a historical and a geographical perspective, using the following questions:

- Why is it (the issue chosen by teacher) an issue? Is it a local issue? Is it a world issue?
- How does this issue differ in various parts of the world?
- How did the issue evolve (historical review)?
- How is this issue related to technology? To other world issues?
- How is the issue perceived by various groups within a nation?
- How are people affected by the issue?
- How do developed and developing nations address the issue?
- How does the action of one nation affect another nation?
- How do the media affect our view of the issue?
- How does this issue affect individuals? How does it affect Canada?
- What can individuals do to affect/change the issue? What can nations do?
- What is being done to solve the issue? How is the issue being addressed in various parts of the world? In Canada?
- To what extent is this a world issue? Why?

Approach B:

Select a minimum of three representative regions or countries from the following list and examine the relevant issues from Approach A.

- Central America
- South America
- China or India
- Southeast Asia
- North Africa or Southwest Asia
- Sub-Saharan Africa
- any other significant region
- a country or region representing one of the following types of organization: totalitarian, authoritarian, democratic, theocratic

The following questions are suggested for examining a specific region:

- Why was the region selected as an area of study?
- Which issues (from Approach A) are evident in this region? Which are the major issues?
- How did these issues evolve (historical review)?
- How are the issues perceived by various groups within the region? From outside the region?
- How are the people of the region affected by the issues? How are people from outside the region affected?
- How has the region addressed the issues?
- How does the action of the region affect other nations?
- How do the media affect our view of the issues?

- What is being done within this region to solve problems? What can Canada do to help solve problems in other regions? What can other nations do? What can you as an individual do?

Special Topics (Optional)

- The Holocaust (World War II)
- The famine in Ukraine (1932-33)
- The peace movement

Unit V The World of the Future

1. The East-West Relationship

What would the future be like if present trends in East-West relations continue?
What are the alternatives?

2. The North-South Economic and Social Gap

What would the future be like if present trends of an ever-increasing gap between the North and South continue?
What are the alternatives?

3. World Issues

What would the future be like if present trends continue in the world issues that have been examined?
What are the alternatives?

World Issues 40S RPL Self-Assessment

Prior to completing the Self-Assessment, identify the Core Skills/Competencies that you feel you have from the list below.

Please check all that apply:

	Have you written a research paper or essay?
	Can you label the 7 continents of the world on a map?
	Do you know the difference between a continent and a country?
	Have you ever given an oral presentation?
	Have you completed a computer course?
	Can you use the internet for research purposes?
	Are you familiar with PowerPoint, Excel, Word, etc.?
	Can you use an atlas?
	Have you taken the Grade 10 Geographic Issues of the 21 st Century course?
	Have you taken a Citizenship test?
	Can you use a dictionary?
	Can you use a thesaurus?
	Can you use an encyclopedia to find information?
	Are you familiar with self editing, peer editing?

Instructions: Circle the number that best represents your answer to each question. Place a checkmark ✓ in the far column if you can prove or demonstrate the skill described.

Section 1: The Role of Media in World Issues	Never 0	Some- times 1	Often 2	Check if you can prove or demonstrate
1. Can you identify various electronic and print forms of media?	0	1	2	
2. Can you differentiate between news, entertainment, info-tainment, and advertising?	0	1	2	
3. Can you explain the connection between politics and media?	0	1	2	
4. Can you explain the connection between marketing/consumerism and media?	0	1	2	
5. When watching or reading news can you pick out bias?	0	1	2	
6. Can you identify misinformation in media?	0	1	2	
7. Are you critically minded and aware of the effect of media upon your daily life?	0	1	2	
8. Can you define the words: bias, tolerance, freedom of speech?	0	1	2	
Section 1: Sub-total and add left to right	+	+	+	=

Instructions: Circle the number that best represents your answer to each question. Place a checkmark ✓ in the far column if you can prove or demonstrate the skill described.

Section 2: Global Organization: East-West and North-South	Never 0	Some- times 1	Often 2	Check if you can prove or demonstrate
1. Can you explain the meaning of the concept developing and developed with regards to nations?	0	1	2	
2. Can you describe the conflicts that exist in each of the previous mentioned concepts?	0	1	2	
3. Can you describe what actions are taken to promote and protect quality of life?	0	1	2	
4. Can you explain the economical impact of a major world conflict?	0	1	2	
5. Can you identify which nations belong to the East, West, North, and South?	0	1	2	
6. Are you familiar with the acronyms NAFTA, UN, NATO, etc.?	0	1	2	
Section 2: Sub-total and add left to right	+	+	+	=

Instructions: Circle the number that best represents your answer to each question. Place a checkmark ✓ in the far column if you can prove or demonstrate the skill described.

Section 3: Quality of Life Perceptions	Never 0	Some- times 1	Often 2	Check if you can prove or demonstrate
1. Can you list the basic human needs?	0	1	2	
2. Can you prioritize the essential features for a reasonable quality of life?	0	1	2	
3. Can you identify institutions in your community to enhance quality of life?	0	1	2	
4. Can you identify the historical factors that have led to the establishment of society in Canada?	0	1	2	
5. Can you identify issues that currently exist that affect/involve the Aboriginal population of Canada?	0	1	2	
6. Can you identify the strengths and weaknesses of a democratic government versus a non-democratic government?	0	1	2	
7. Can you describe the differences in quality of life between developed and developing nations?	0	1	2	
8. Could you list alternatives for enhancing the quality of life in a developing and developed society?	0	1	2	
Section 3: Sub-total and add left to right	+	+	+	=

Instructions: Circle the number that best represents your answer to each question. Place a checkmark ✓ in the far column if you can prove or demonstrate the skill described.

Section 4: World Issues	Never 0	Some- times 1	Often 2	Check if you can prove or demonstrate
1. Can you explore a particular issue from a historical and geographical perspective?	0	1	2	
2. Can you describe what Genocide is?	0	1	2	
3. Can you describe the peace movement?	0	1	2	
4. Can you identify 4 world religions?	0	1	2	
5. Can you list 3 sources of conflict in world conflicts?	0	1	2	
6. Can you list 2 ways media affects our view of issues?	0	1	2	
7. Can you distinguish between a world issue, info-tainment, and entertainment?	0	1	2	
Section 4: Sub-total and add left to right	+	+	+	=

Instructions: Circle the number that best represents your answer to each question. Place a checkmark ✓ in the far column if you can prove or demonstrate the skill described.

Section 5: The World of the Future	Never 0	Some- times 1	Often 2	Check if you can prove or demonstrate
1. Can you describe an alternative to the ever-increasing gap between developing and developed nations?	0	1	2	
2. Can you identify current trends in international relations?	0	1	2	
3. Can you identify the environmental impact on the future if current environmental trends do not change?	0	1	2	
4. Can you identify how decisions/trends have affected your well-being?	0	1	2	
5. Can you identify what steps you have personally taken to improve the environment in which you live? (ie. Environmental footprint score, etc.)	0	1	2	
6. Do you volunteer for/at an organization that betters the community?	0	1	2	
Section 5: Sub-total and add left to right	+	+	+	=

SCORING

Enter your mark for each section below:

- | | |
|--------------------------------------|-------|
| 1. The Role of Media in World Issues | _____ |
| 2. Global Organization | _____ |
| 3. Quality of Life Perceptions | _____ |
| 4. World Issues | _____ |
| 5. The World of the Future | _____ |
| Total: | _____ |

The total possible number of checkmarks is **70**.

Discuss your results with an Adult Learning Centre RPL Advisor/Assessor.

Suggested Course of Action:

55 or more	40-55	Less than 40
You have a good chance of succeeding in the RPL process.	You could proceed with the challenge process after self-study to improve weak areas.	Take the World Issues course. It is unlikely that you would be successful in the RPL process.

RPL PROCESS

If you have completed the checklists and can show that your skill level meets or exceeds the learning outcomes of the World Issues 40S course, you should speak to the RPL Coordinator at your Adult Learning Centre about receiving credit. Plan to meet with a RPL assessor to agree on a course of action, which will involve some combination of the following:

- **Interview**

This may consist of a series of questions or discussions with a RPL Assessor to determine the level of understanding in the World Issues 40S course.

- **Completion of Assignments**

The completion of some assignments (essays, creative expression, etc.) from this guide or others developed by the RPL Assessor may be required to fulfill the requirements for RPL credit in the World Issues 40S course.

- **Test**

This may be an ALC locally developed assessment tool. This assessment tool would be used after a period of self-study and would be arranged with the RPL Assessor and student.

- **Portfolio of work**

A portfolio may consist of all or any of the following items that can be used to describe and verify knowledge, skills, and achievements in the World Issues 40S Course.

Examples of documents, etc. you may have created:

- Research paper related to a World Issue
- Editorial regarding a news story
- Newspaper article written by you and published in a newspaper
- Movie review
- Survey
- Life Story
- Brochure
- Diary

Examples of Demonstrations you may have done or could do:

- Presentation in a World Issues class. The topic would be discussed with the RPL Assessor
- Power Point Presentation on a World Issues related topic.
- Video – eg. You doing volunteer work, News footage of the place where you volunteer with written explanation, etc.

Suggested RPL Assessments

Note:

- Each assignment has been created to recognize and allow for the different learning styles of adult learners.
- All of these assignments are suggestions for the RPL Assessor.
- The number of assignments to be completed to receive credit can be decided with your RPL Assessor.
- Other assignments, not included in the guide, may be used at the discretion or preference of the RPL Assessor.

Role of Media in World Issues

- a. Purchase a major Canadian newspaper (The Winnipeg Free Press, The Globe and Mail, The Toronto Star, etc.). Look through the newspaper from cover to cover and record the number of advertisements that you see for one day in this newspaper. Create a chart that addresses how these advertisements catch your eye, the advertising techniques used and who the main audience is for each advertisement?
- b. Create a media biased advertisement. This can be hand drawn, video or computer generated.
- c. How does ownership of a newspaper chain or television network affect editorial content and public opinions? How do the media influence political views and public elections? How has the presence of video cameras in the House of Commons and City Hall affected politics?
- d. Write a research paper that focuses how race is portrayed in the media. You can use a then and now comparison approach by choosing different time periods or events in past and present news.
- e. Environmental issues are ever present in the media. Write an essay that examines consumerism and the influence that the media plays in our spending. Using the internet, research different videos that are available through YouTube, etc.

Global Organization

- a. Developing and developed nation relations have existed for a long time. What would be the implications on these relations should a major world conflict occur?
- b. Research and identify the different global organizations that Canada participates in. What role does Canada take in each organization? What is the primary goal or purpose for Canada's involvement?
- c. Create a chart/timeline that outlines the history of war starting with the World War 1. Identify the war, the years fought, the result (win/lose), and major battle that decided the war. Include current wars, and hypothesize an end date, result and major battle that decided the war.
- d. Using a World Map, identify the countries where conflicts have taken place in the last 10, 20, 50, 100 years. Creatively code the different timeframes.

NOTES

Quality of Life

- a. Research and establish a list of the basic human needs and the ways in which societies attempt to fulfill these needs. Identify which needs are the greatest with a numbering system. In a brief paragraph, justify your decisions. How does quality of life in Canada compare to that of another country?
- b. Create a timeline which shows/depicts the historical influences that led to the establishment of society in Canada.
- c. Examine a recent quality of life issue in Manitoba. What is the issue, what is being done to address the issue, what creative, ethical suggestions do you have, and what are the implications if nothing is done?
(Possible issues: suicide, child abuse, car theft, gangs, etc.) Who are the major players that impact the issue? (Politics, economics, etc.)
- d. Describe the process individuals go through to immigrate to Canada or another country of your choice. Give a reason for coming and first impressions upon arriving at the destination.

NOTES

World Issues

- a. Research the various conflicts currently occurring in the world. Choose one and analyze its history, impact on the warring countries (political, economic, individual), and a proposed road to peace or resolution. This assignment should be a minimum of 4 typed pages and should follow the Research Paper guidelines as outlined on page 20.
- b. Interview a participant or survivor of a war, famine, or other atrocity. Try to capture their feelings, not just their words on paper.
- c. Write or tell your life story.
- d. Choose a World Religion and research it. How did it begin, what are the main features/core beliefs, what is the set up of the clergy, where in the world does this religion exist today as compared to when it began, etc. Discuss this with your instructor to develop a focused list of topics to research. This assignment should be a minimum of 4 typed pages and should follow the Research Paper guidelines as outlined on page 20.

NOTES

The World of the Future

a. Review a major motion picture from the list below or choose your own.

- a. Gandhi (1982)
- b. Schindler's List (1993)
- c. Braveheart (1995)
- d. Pearl Harbor (2001)
- e. Windtalkers (2002)
- f. Hotel Rwanda (2004)
- g. Freedom Writers (2007)
- h. Pride (2007)

In your review of the movie that you chose:

- Write a brief explanation of why you chose this particular movie (50-100 words)
 - In a paragraph explain how this movie ties in with the World Issues course.
 - write a brief summary (250-500 words) of what the movie was about
 - identify the major conflict, the results of the conflict, and resolution (if there was one)
 - analyze any bias or slant as depicted in the movie towards an ethnicity, person, or idea
 - identify which character from the movie is most like you and why
 - compare the accuracy of the movie with historical facts
- b. Use an artistic medium to express a world issue. This could mean painting, drawing, sculpture, wood, writing, drama, or any other medium that you consider to be artistic. Meet with your assessor prior to starting to outline your ideas. Provide a written or oral explanation of the significance of what you have created.
- c. Create a brochure that focuses on a topic that related to World Issues. Be creative.
- d. Conduct a survey or interview of an individual or individuals in your community about the World Issues that affect them personally and the community as a whole.

NOTES

Sample Assessor/Student Assessment Tools for RPL Assessments

Writing Assignment Rubric Sample

	Apprentice 1	Basic 2	Learned 3	Exemplary 4
Focus <ul style="list-style-type: none"> • demonstrates awareness of audience and task • establishes and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	Confused Focus	Vague Focus	Clear Focus	Sharp, distinct focus
Content <ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to focus • thoughts are complete 	Superficial content	Content limited to listing, repetition of mere sequence of ideas	Specific and illustrative content	Substantial, and illustrative content; sophisticated ideas that are particularly well developed.
Organization <ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion are evident 	Confused organization	Inconsistent organization	Logical and appropriate organization	Obviously controlled and/or subtle organization
Style <ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types, and lengths 	Lack of sentence and word choice variety	Limited sentence variety and word choice	Precision and variety in sentence structure and word choice	Writer's voice apparent in tone, sentence structure, and word choice
Conventions <ul style="list-style-type: none"> • mechanics, spelling, capitalization, punctuation • usage (pronoun references, subject-verb agreement) • sentence completeness 	Mechanical and usage errors that seriously interfere with the writer's purpose	Repeated weaknesses in mechanics and usage	Some mechanical and usage errors	Few mechanical and usage errors

Taken from <http://www.nald.ca/clr/btg/ed/evaluation/writing.htm>

Writing Assignment Rubric

Content (30%)	Organization (25%)	Style (25%)	Mechanics (20%)
<p>Level 5 – Superior Ideas are insightful and well considered. Details are significant, relevant, and precise. The details enhance ideas, supporting the focus of the writing task.</p>	<p>Level 5 – Superior The writing demonstrates a purposeful and effective order and arrangement of ideas and details. The opening is strong and provides direction. Focus and coherence are maintained, both over all and within various parts. Effective closure reinforces unity.</p>	<p>Level 5 – Superior Language choices contribute to a skillful composition. Vocabulary is precise and specific. Sentence structure is effective and polished. Stylistic choices contribute to a fluent and confident composition.</p>	<p>Level 5 – Superior The relative absence of errors is impressive. The writing demonstrates confidence with a strong command and control of the rules of language. Sentences are fluent, clear, and precise.</p>
<p>Level 4 – Proficient Ideas are thoughtful and clear. Details are relevant and purposeful, and they clarify the ideas.</p>	<p>Level 4 – Proficient The writing demonstrates a purposeful and clear order and arrangement of ideas and details. The opening is clear and directive. Focus and coherence are generally maintained, both overall and within the various parts. Closure assists unity.</p>	<p>Level 4 – Proficient Language choices are specific and effective. Vocabulary is appropriate. Sentence structures are generally effective and varied. Stylistic choice contributes to a competent composition. There is evidence of ownership and purpose.</p>	<p>Level 4 – Proficient Minor errors do not interfere with communication. The writing demonstrates a solid control of the rules of language. Sentences are clear and purposeful.</p>
<p>Level 3 – Satisfactory Ideas are straight forward and clear. Details are appropriate and relevant. They are connected to ideas but are likely to be generalized rather than specific.</p>	<p>Level 3 – Satisfactory The writing demonstrates clear and mechanical order and arrangement of ideas and details. The opening is generally directive. Focus and coherence are present but may not be maintained consistently. Closure contributes to some degree.</p>	<p>Level 3 – Satisfactory Language choices contribute to a conventional composition. Vocabulary is adequate but may be lacking in specificity. Sentence structure is generally straightforward, but attempts at more complex structures may be awkward.</p>	<p>Level 3 – Satisfactory Errors do not interfere with communication. The writing demonstrates general control of the rules of language and the communication remains clear.</p>
<p>Level 2 – Limited Ideas are limited and over generalized but understandable. Details are few and/or may be repetitive. They are not clearly relevant and/or are only superficially related to the question.</p>	<p>Level 2 – Limited The writing demonstrates a weak and/or inconsistent order and arrangement of ideas and details. The opening is not particularly directive. Focus and coherence are weak or inconsistent. Closure is weak or only vaguely related to the opening.</p>	<p>Level 2 – Limited An inadequate repertoire of language choices contributes to a weak composition. Word choices are imprecise and inappropriate. Sentence structure is frequently awkward or immature. Writing may be vague, repetitive, and/or unclear.</p>	<p>Level 2 – Limited Errors are distracting and frequent enough to interfere with communication. The writing demonstrates a limited or inconsistent grasp of the rules of language. The range of sentence construction problems and errors obscures communication.</p>
<p>Level 1 – Weak Ideas are elementary and may not be clear. Details are few, vague, or absent. They may be unrelated to the ideas. Unsupported generalities are details that do not develop the topic.</p>	<p>Level 1 – Weak Unclear or haphazard order and arrangement of ideas and details. The opening, if present, does little more than repeat the task. The focus is generally lacking. Closure is either unconnected or missing.</p>	<p>Level 1 – Weak Lack of language choices contributes to poor answers. Over generalized, confusing and uncontrolled. Writing is unclear.</p>	<p>Level 1 – Weak Errors are frequent and jarring, and they impede communication. The writing demonstrates an elementary grasp of the rules of language. Only few answers are clear.</p>

Taken from Winkler Community Learning Centre, ELA 40S Transactional Focus English Course

Research Paper Information and Rubric

(The following is taken from the Family Studies (40S): A Course for Distance Learning Field Validation)

a. Organizing a Research Paper

- Determine the topic you are to write about.
- Learn as much as you can about your subject.
- Find an interesting way to write about your subject.

b. Citing Sources

It doesn't matter where you find your information. What matters is that you give them credit for the information that you have used. When in doubt, cite your sources.

Include:

- Who wrote it
- What is it called
- Where and by whom it was published or produced
- When it was published or produced

c. Bibliography

A bibliography is a list of all the sources used to find the information for your paper. You must include a bibliography with the research paper.

Bibliographic Form

- Do not number items in a list of references.
- Arrange the list alphabetically by the author's last name
- Indent the first line in an item.
- Single-space each item. Double-space between items.
- Carefully follow rules for punctuation – see examples that follow.

Examples

Books

Form – Author's last name, Initial(s), (copyright date). Title (ed.). City: Publisher.

Example – Mitchell, T.R. & Larson, J.R. Jr. (1987). People in Organizations: An Introduction to Organizational Behavior (3rd ed.). New York: McGraw-Hill.

Periodicals (journals, newspapers, magazines)

Form – Author's last name, initial(s), (date). Title of Article. Name of Journal, Vol. No. (Issue No.), page #.

Example – Marx, J.R. (1986). Gene Therapy – So Near and Yet So Far. Science, 45(2), 10-15.

Encyclopedias

Form – Editors, et al. (Year). Title of article. Name of Encyclopedia. (Volume, pages). City: Publisher.

Example – Sadie, S. (Ed.). (1985). Genetic Engineering. World Book Encyclopedia, (6th ed., Vol.8, 85-87). London: Macmillan.

Website

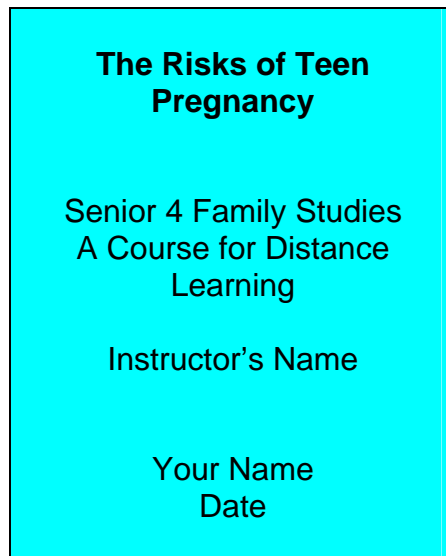
Form – (Author or owner of the website if available), Title of website. Web address. (Date of access).

Example – Diving into the Gene Pool.
http://www.exploratorium.edu/genepool/genepool_home.html
(20 March 1996).

d. Format Requirements

1. Margins – 1 inch top and bottom margins, 1 inch left and right margins.
2. Page Numbering – usually at the bottom of the page (centered or right hand side).
3. Title Page – should include the title and course name, instructor’s name, your name and the date
4. Text – should be double spaced. Headings should be bolded and/or underlined.
5. Type Styles – Times New Roman or Arial
6. Type Size – 12 point
7. Length of Paper – 4 to 6 pages, typed, not including the Title Page

e. Sample Title Page



Marking Rubric:

	4-5: Exemplary	3-2: Satisfactory	1: Unsatisfactory	
Introduction 10 marks	Introduction does all of the following effectively: Explains the purpose of the paper, provides context for the paper and gives an overview.	Introduction does at least two of the following effectively: explains the purpose of the paper, provides a context for the paper, and gives an overview.	Introduction does not effectively explain the purpose of the paper, provide a context for the paper, or give an overview.	__x2=__
Body Communication 10 marks	Communicates ideas logically and completely with a high degree of clarity and confidence.	Communicates information and ideas with some clarity.	Communicates information and ideas with limited clarity.	__x2=__
Knowledge/ Understanding 20 marks	Thorough knowledge of facts, concepts, principles or theories in own writing.	Some knowledge of facts, concepts, principles, or theories in own writing.	Knowledge and understanding is limited, contradictory, or incorrect, as well as copied from sources.	__x4=__
Organization 10 marks	Paragraphs are logically ordered with effective transitions. Topics and subtopics are identified with headers.	Body of the paper is organized into paragraphs with clear main ideas and appropriate supporting details.	Paper lacks organization: points are discussed in random sequence without clear transitions, or are unrelated to the paper.	__x2=__
Conclusion 10 marks	Clear and follows logically from the body. Summarizes the main points and final thoughts on the topic.	Conclusion summarizes the main points and final thoughts on the topic.	Conclusion was missing or simply restates the main points without telling what the research on the topic has accomplished.	__x2=__
Bibliography And in-text referencing 10 marks	Includes five or more sources and the sources are referenced correctly.	Includes three to five sources and the sources are referenced correctly.	Includes fewer than three sources and the sources are not referenced.	__x2=__
Title Page 5 mark	Completed and followed the sample provided for format requirements.	Not Applicable	Not applicable.	__x1=__
Format Requirements 10 marks	Followed all of the guidelines as given in the instructions.	One of the format requirements is missing or incorrect.	Two or more of the format requirements are missing or incorrect.	__x2=__
Composition 10 marks	Paper contained five or fewer errors in grammar, punctuation, spelling, and keyboarding.	Paper contains six to 10 errors in grammar, punctuation, spelling, and keyboarding.	Paper contains more than 10 errors in grammar, punctuation, spelling, and keyboarding.	__x3=__
Appearance 5 marks	Report is word processed, neat, and stapled together.	Report is handwritten, generally neat, and staples together.	Not applicable.	__x1=__
			Your Total	/100

Interview of a Participant or a Survivor Rubric Sample

	Apprentice: 1	Basic: 2	Learned: 3	Exemplary: 4
Focus <ul style="list-style-type: none"> demonstrates awareness of audience and task establishes and maintains a clear purpose sustains a single point of view exhibits clarity of ideas 	Confused Focus	Vague Focus	Clear Focus	Sharp, distinct focus
Content <ul style="list-style-type: none"> information and details are specific to topic information and details are relevant to focus thoughts are complete 	Superficial content	Content limited to listing, repetition of mere sequence of ideas	Specific and illustrative content	Substantial, and illustrative content; sophisticated ideas that are particularly well developed.
Organization <ul style="list-style-type: none"> logical order or sequence is maintained paragraphs deal with one subject logical transitions are made within sentences and between paragraphs introduction and conclusion are evident 	Confused organization	Inconsistent organization	Logical and appropriate organization	Obviously controlled and/or subtle organization
Style <ul style="list-style-type: none"> precise language effective word choice voice, tone, originality of language variety of sentence structures, types, and lengths 	Lack of sentence and word choice variety	Limited sentence variety and word choice	Precision and variety in sentence structure and word choice	Writer's voice apparent in tone, sentence structure, and word choice
Conventions <ul style="list-style-type: none"> mechanics, spelling, capitalization, punctuation usage (pronoun references, subject-verb agreement) sentence completeness 	Mechanical and usage errors that seriously interfere with the writer's purpose	Repeated weaknesses in mechanics and usage	Some mechanical and usage errors	Few mechanical and usage errors

Taken from <http://www.nald.ca/clr/btg/ed/evaluation/writing.htm>

Resources

Layout of World Issues RPL Resource Guide is adapted from:

PLAR Resource Guide for Adult Learners English 30S Transactional Focus
Adult Learning and Literacy
350 – 800 Portage Avenue
Winnipeg, Manitoba R3G 0N4

Senior 2 Social Studies Curriculum
Geographic Issues of the 21st Century
Manitoba Curriculum PDF file, 2006
Manitoba Education, Citizenship and Youth

Senior 4 World Issues Curriculum
Manitoba Curriculum PDF file, 1990
Manitoba Education, Citizenship and Youth

World Issues 300: Administration Manual for Supervising Teachers
Provincial Examination
January 17, 1995 edition

WebCT World Issues 40S Teacher's Notes
<http://webct.merlin.mb.ca/webct>

World Issues Focus Group
June 2008

Rubric resources:

Bridging the Gap between Literacy and Technology,
<http://www.nald.ca/clr/btg/BTGHomePage/HomePage.htm> (September 14, 2008)

RRC – Winkler Community Learning Centre, ELA 40S Transactional English Course

Senior 4 Family Studies (40S): A Course for Distance Learning Field Validation

The Next Steps:

Now that you are confident in proceeding with the challenge process for World Issues 40S, it is time to apply for and complete the challenge assessment.

1. Complete an application at your adult learning centre.
2. After your application has been processed, you will be contacted with the date and time available for you to complete your RPL assessment.
3. Once you have committed to that date, you are responsible for completing your evaluation/testing.
4. You will receive written notification of your RPL results.