### Title:

Title: [Blank]

### Series Title (if applicable):

Series Title: [Blank]

### Student Resource

- □ accompanied by a Teacher’s Guide/Resource Book □

### Is the Student Resource

- □ Breadth □ Depth □ or Breadth and Depth □

### To what extent does this resource support the Core Concept and/or the following clusters

<table>
<thead>
<tr>
<th>Core Concept and/or Clusters</th>
<th>None</th>
<th>Slight</th>
<th>Moderate</th>
<th>Extensive</th>
<th>n/a</th>
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<tbody>
<tr>
<td>Core Concept: Citizenship</td>
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<tr>
<td>Cluster 1 Diversity and Pluralism in Canada</td>
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<tr>
<td>Cluster 2 Democracy and Governance in Canada</td>
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<tr>
<td>Cluster 3 Canada in the Global Context</td>
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<tr>
<td>Cluster 4 Canada: Opportunities and Challenges</td>
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</tbody>
</table>

Recommended resources should provide at least moderate support for 2 Clusters and the Core Concept of Citizenship or 3 Clusters.

### Does this resource contain

- □ Glossary Yes □ No □
- □ Index Yes □ No □
- □ Gazeteer Yes □ No □

### Contains potentially sensitive content?

Yes □ No □ [Please provide an explanation in the Cautionary Note section found in the Resource Recommended Annotation Form (green).]

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Reviewer ID: [Blank] Date: [Blank] Curriculum Consultant: [Blank] Date: [Blank]
<table>
<thead>
<tr>
<th>Prescribed Content Themes</th>
<th>Student Resource</th>
<th>Teacher Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior 1 Social Studies: Canada in the Contemporary World</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Cluster 1 – Diversity and Pluralism in Canada</strong></td>
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</tr>
<tr>
<td>The learning resource demonstrates examples of human rights as defined in the</td>
<td>none slight moderate</td>
<td>none slight moderate</td>
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<tr>
<td>United Nations Universal Declaration of Human Rights</td>
<td>extensive n/a</td>
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<tr>
<td>effects of individual and collective rights as identified in the Canadian Charter of</td>
<td>none slight moderate</td>
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<tr>
<td>Rights and Freedoms</td>
<td>extensive n/a</td>
<td>extensive n/a</td>
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<tr>
<td>criteria for becoming a Canadian citizen</td>
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<td>none slight moderate</td>
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<td>contributions of various individuals whose social and political actions have promoted</td>
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<tr>
<td>human rights in Canada</td>
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<tr>
<td>factors that shape identity</td>
<td>none slight moderate</td>
<td>none slight moderate</td>
</tr>
<tr>
<td>examples of ways in which First Nations, Inuit and Métis peoples are rediscovering</td>
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<td>none slight moderate</td>
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<tr>
<td>their cultures</td>
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<td>extensive n/a</td>
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<tr>
<td>effects of assimilation on cultural and linguistic groups in Canada</td>
<td>none slight moderate</td>
<td>none slight moderate</td>
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<tr>
<td>effects of stereotyping and discrimination on individuals, communities and regions</td>
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<td>none slight moderate</td>
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<tr>
<td>influence of mass media and pop culture on individuals, groups, and communities</td>
<td>none slight moderate</td>
<td>none slight moderate</td>
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<tr>
<td>ways in which identity, diversity, and culture are protected in Canada</td>
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<td>none slight moderate</td>
</tr>
<tr>
<td>distinguishing elements of the physical and human geography of Canada</td>
<td>none slight moderate</td>
<td>none slight moderate</td>
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</tbody>
</table>
### Prescribed Content Themes

<table>
<thead>
<tr>
<th>Prescribed Content Themes</th>
<th>Degree of Curriculum Fit</th>
</tr>
</thead>
</table>

#### Senior 1 Social Studies: Canada in the Contemporary World

**Cluster 1 – Diversity and Pluralism in Canada con’t**

The learning resource demonstrates

<table>
<thead>
<tr>
<th>The learning resource demonstrates</th>
<th>Student Resource</th>
<th>Teacher Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>factors affecting demographic patterns in Canada since the beginning of the 20th century</td>
<td>none slight moderate extensive n/a</td>
<td>none slight moderate extensive n/a</td>
</tr>
<tr>
<td>social and cultural injustices in Canada’s past</td>
<td>none slight moderate extensive n/a</td>
<td>none slight moderate extensive n/a</td>
</tr>
<tr>
<td>significant events in the development of human rights in Canada</td>
<td>none slight moderate extensive n/a</td>
<td>none slight moderate extensive n/a</td>
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<tr>
<td>examples of diverse approaches to conflict resolution in Canada</td>
<td>none slight moderate extensive n/a</td>
<td>none slight moderate extensive n/a</td>
</tr>
</tbody>
</table>

**Comments**

- 
- 
- 
-
## Senior 1 Social Studies: Canada in the Contemporary World

### Cluster 2 – Democracy and Governance in Canada

#### The learning resource demonstrates

<table>
<thead>
<tr>
<th>Prescribed Content Themes</th>
<th>Student Resource</th>
<th>Teacher Resource</th>
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</thead>
<tbody>
<tr>
<td>examples of ways in which government affects the daily lives of students</td>
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<tr>
<td>Canadian parliamentary process</td>
<td></td>
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</tr>
<tr>
<td>responsibilities and processes of the legislative, executive, and judicial branches of the federal government</td>
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<td></td>
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<tr>
<td>electoral processes and roles of political parties</td>
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<tr>
<td>contemporary political leaders in Canada</td>
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<tr>
<td>responsibilities and processes of the justice system in Manitoba</td>
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<tr>
<td>ways in which democratic ideals have shaped contemporary Canadian society</td>
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<tr>
<td>advantages and disadvantages of democratic processes in Canada</td>
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<tr>
<td>democratic responsibilities and rights as citizens of Canada and the world</td>
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<tr>
<td>ways in which the status of women in Canada has changed since the early twentieth century</td>
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<tr>
<td>division of power and responsibilities of federal, First Nations, provincial, and municipal governments</td>
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<tr>
<td>Prescribed Content Themes</td>
<td>Student Resource</td>
<td>Teacher Resource</td>
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<tr>
<td><strong>The learning resource demonstrates</strong></td>
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<tr>
<td>factors related to Aboriginal self-determination in Canada</td>
<td>□ □ □ □ □</td>
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<tr>
<td>examples of ways in which people can individually and collectively influence Canada's political and social systems</td>
<td>□ □ □ □ □</td>
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</table>

Comments
### Prescribed Content Themes | Degree of Curriculum Fit

#### Senior 1 Social Studies: Canada in the Contemporary World

### Cluster 3 – Canada in the Global Context

<table>
<thead>
<tr>
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<th>Teacher Resource</th>
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<tbody>
<tr>
<td></td>
<td>none</td>
<td>slight</td>
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</table>

- **The dynamic relationship between national identity and global citizenship**
- **Countries in which events of global significance are taking place**
- **Examples of Canada’s connections with other nations**
- **Canadian perspectives regarding current global issues**
- **Media portrayals of current issues**
- **Examples of Canada’s participation within international organizations**
- **Canada’s contributions to international aid and development**
- **Implications of Canada’s military or peacekeeping role in contemporary conflicts**
- **Characteristics of Canada as an industrialized nation**
- **Implications of living in a consumer-based economy**
- **Examples of the cultural, political, and economic impact of “globalization” on Canada**
- **Possible consequences of consumer choices**

### Comments

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Curriculum Correlation Form, MB Call for Senior 1 Social Studies: Canada in the Contemporary World Learning Resources
### Prescribed Content Themes

<table>
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<tr>
<th>Prescribed Content Themes</th>
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</table>

#### Senior 1 Social Studies: Canada in the Contemporary World

#### Cluster 4 – Canada: Opportunities and Challenges

<table>
<thead>
<tr>
<th>The learning resource demonstrates</th>
<th>Student Resource</th>
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<tbody>
<tr>
<td><strong>current issues related to citizenship in Canada</strong></td>
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<tr>
<td><strong>examples of social changes that are a result of the Canadian Charts of Rights and Freedoms</strong></td>
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#### Comments

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