

Week One Teacher Information

Week One Overview:

Lesson 1 provides students with an understanding of the concept of government, its structure, and the role of citizenship. Lesson 2 explores how laws are made and the role of media and lobby groups in the political system. Lesson 3 reveals the role of citizens in Canada's justice system and examines the *Youth Criminal Justice Act*. Lesson 4 explores the *Charter of Rights and Freedoms*. Lesson 5 is split into two sections. The first section looks at workplace rights and the responsibilities of citizens. The second section is a quiz that reviews the Week One lessons.

Lesson Template:

Each lesson begins with an identification of the lesson's objectives and a glossary of important terms.

The lesson then presents information and a series of worksheets based on the objectives of the lesson. Most of the reading sections are from the textbook, *Issues for Canadians*. The teacher/facilitator may wish to explore the supplemental material provided in the textbook if time permits. The teacher/facilitator can decide how the students read the textbook sections (as individuals or in groups either silently or orally) depending on the make up of the class and/or the approach the teacher/facilitator wishes to use. Students who are working independently should have an opportunity to express their understanding of the material with their teacher or facilitator.

Lessons 1 to 4 end with a review assignment and a bonus activity. The teacher/facilitator may use the bonus as part of the evaluation. The teacher may use the student's performance on the review assignments to assess the student's knowledge of the material.

Lesson 5 is a shorter lesson for students. Teachers/facilitators will have to decide whether students will be allotted time for reviewing the week's lessons before writing the quiz.

Instructional Strategies:

- The teacher and students together may read text materials included in the student workbook. A more in-depth look at a topic can be done with additional readings in the textbook or from the teacher's own resources.
- The teacher may lead class discussions based on text materials.
- Students may read text materials and work on activities independently.
- Students may work in small groups and/or engage in small group discussions.
- The teacher may provide assistance on a one-to-one or teacher-to-small group basis.

Effective learning will involve a combination of the above instructional approaches.

Course Evaluation Criteria:

The students' grades can be determined through the compilation of the following records.

- Class participation (to be determined and/or designated by the teacher/facilitator)
- Overall effort shown in the student workbook (to be determined and/or designated by the teacher/facilitator)
- Review assignments
- Week Quiz

The teacher may also select particular activities to contribute to students' final marks for this topic. The decision regarding the determination of how students' marks are compiled should be shared with students at the beginning of the course.

Answer Guide:

For most of the activities and assignments, the answers are provided in the **Teacher Key**. In some cases, answers will vary and will require the teacher/facilitator to evaluate appropriateness of students' responses.