

Week Two Teacher Information

Week Two Overview:

Lesson 1 introduces students to the concept of how the *Charter of Rights and Freedoms* fostered the recognition of collective rights in Canada and the rights of Aboriginal peoples. Lesson 2 shows students how the *Charter of Rights and Freedoms* plays a role in meeting the needs of Francophones and Métis. Lesson 3 explores issues in immigration. Lesson 4 looks at how immigration policies impact Aboriginal peoples, the provincial influence on immigration policy, and how immigration benefits Canada. Section 1 of Lesson 5 contains activities that review concepts covered in Lessons 1 to 4; the remainder of Lesson 5 is a quiz that covers material from all Week Two lessons.

Lesson Template:

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

The lessons then present 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 may 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 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.

The review activities in Lesson 5 are designed to use approximately 30 minutes of class time. Students should be given the opportunity to check their answers and/or discuss the activities with the learning facilitator or teacher. Students should then be given the Week 2 Quiz, which is designed for approximately 60 minutes of class time.

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.