Unit 1: **Issues for Canadians: Governance and Rights**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_

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| **Outcomes** | Not yet  0 | In progress  1 | Yes  2 |
| **9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and**  **governance in Canada**  **9.1.2 appreciate the various effects of government policies on citizenship and on Canadian**  **society**  **9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada** |  |  |  |
| Students will:  **examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues:** |  |  |  |
| 1. How are laws passed in the federal political system?  2. What is the relationship between the executive, legislative and judicial branches of Canada’s federal political system?  3. What processes are used to determine Members of Parliament (MPs) and Senators?  4. To whom are Members of Parliament and Senators accountable?  5. What is the role of political parties within Canada’s federal political system?  6. What is the role of the media in relation to political issues?  7. How do lobby groups impact government decision making?  8. To what extent do political and legislative processes meet the needs of all Canadians? |  |  |  |
| **9.1.5 analyze the role that citizens and organizations play in Canada’s justice system by exploring and reflecting upon the following questions and issues:** |  |  |  |
| 1. How do citizens and organizations participate in Canada’s justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? 2. What are citizens’ legal roles and their responsibilities? 3. What is the intention of the *Youth Criminal Justice Act*? |  |  |  |
| **9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the**  **legislative process in Canada by exploring and reflecting upon the following questions and** |  |  |  |
| 1. In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? 2. How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? 3. In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? 4. What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? |  |  |  |
| **9.1.7 assess, critically, how the increased demand for recognition of collective rights has**  **impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:** |  |  |  |
| 1. In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? 2. In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? 3. To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec? 4. To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? 5. How does the *Indian Act* recognize the status and identity of Aboriginal peoples? 6. How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? 7. How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? |  |  |  |

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| **Outcomes** | Not yet  0 | In progress  1 | Yes  2 |
| **9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:** |  |  |  |
| Students will be able to answer:   1. What factors influence immigration policies in Canada (i.e., economic, political, health, security)? 2. How are changes to Canadian policies on immigration and refugees a reflection of world issues? 3. What impact does increasing immigration have on Aboriginal peoples and communities? 4. How are provincial governments able to influence and implement immigration policies? 5. How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? 6. What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms? 7. To what extent does Canada benefit from immigration? |  |  |  |
| **Related Issue 2: Issues for Canadians: Economic Systems in Canada and the United States** |  |  |  |
| **9.2.1 appreciate the values underlying economic decision making in Canada and the United States**  **9.2.2 appreciate the relationship between consumerism and quality of life**  **9.2.3 appreciate the impact of government decision making on quality of life** |  |  |  |
| **9.2.4 compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:**  1. What are the principles of a market economy?  2. Why do governments intervene in a market economy?  3. Why is Canada viewed as having a mixed economy?  4. What is the role of the consumer in market and mixed economies?  5. To what extent do consumer actions reflect individual and collective identity?  6. How has the emergence of labour unions impacted market and mixed economies?  7. What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?  8. How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? |  |  |  |
| **9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:** |  |  |  |
| 1. What are the indicators of quality of life? 2. How does individual consumer behaviour impact quality of life (e.g., environmental issues)? 3. How does marketing impact consumerism? 4. How does consumerism provide opportunities for and limitations on impacting quality of life? 5. How is consumerism used as a power of a collective (e.g., boycotts)? 6. To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? 7. What societal values underlie social programs in Canada and the United States? |  |  |  |
| **9.2.6 assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:** |  |  |  |
| 1. How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)? 2. How is a political party’s philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? 3. How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? 4. How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? |  |  |  |
| **Key Terms and Definitions for PAT**   1. **Canadian Charter of Rights and Freedoms:** Document entrenched in the *Constitutional Act*, 1982 that lists and describesthe fundamental rights and freedoms guaranteed to Canadians. 2. **Consumerism:** Economic theory concerned specifically with the purchase and/or use of goods and services. 3. **Executive branch** Government body that ensures the administration of laws and of the country, comprised of the Prime Minister of Canada and the Cabinet. 4. **Governance** The act, process or power of governing. 5. ***Indian Act*** Law pertaining to the rights and status of Aboriginal peoples; initially enacted in 1876 and amended several times. 6. **Judicial branch** Government body that ensures the interpretation of laws, comprised of the Supreme Court of Canada. 7. **Legislative branch** Government body that is authorized to pass federal laws/legislation, comprised of the House of Commons and the Senate. 8. **Market economy** Economic system in which individuals are free to make their own decisions with little or no intervention from the government and where resources are the private property of persons or companies. 9. **Mixed economy** Economic system in which both the public and the private sectors play a significant role in the economy and where some resources are owned by the private sector and some by the public sector. 10. **Social programs** Programs established by the government to reduce economic inequalities and to promote the well-being of citizens. 11. **Tax base** Total amount of taxes paid to the government by citizens and companies used to finance economic and social programs and the functioning of government. 12. **Underground Economy** Pertaining to secretive economic activities that are not within the law, often referred to as the “black market.” 13. **Unemployment Rate:** the percentage of the workforce that does not have jobs 14. **Taxation Model:** government policies about taxation, such as what to tax (e.g. incomes, purchases), how much to tax and how to spend taxes 15. **Tax evasion:** misrepresenting what you earn to avoid paying taxes 16. **Strike:** a stoppage of work by workers. Strikes pressure employers to respond to issues that concern workers. 17. **Sovereignty:** independence as a people, with a right to self-government 18. **Shift Right:** A shift on the economic continuum towards less government involvement in the economy. A shift right is usually described as taking a more conservative position. 19. **Shift Left:** a shift on the economic continuum towards more government involvement in the economy. A shift left is usually described as taking a more liberal position. 20. **Scrip:** in Metis history, a document that could be exchanged for land and that was offered to the Metis at the time the Numbered Treaties were negotiated. 21. **Scarcity:** in economics, the idea that land (materials), labour and capital (money) limit the supply of what people want and need 22. **Rehabilitate:** to instill positive behaviours and attitudes 23. **Refugee:** a person who seeks refuge or protection in another country because of danger or persecution in their home country. 24. **Publicly funded**: paid for by taxes and provided by government 25. **Popular Vote:** the total votes cast in an election, as different from the total seats won in an election. 26. **Labour Union:** an organization of workers that acts to protect workers’ rights and interests. 27. **Income Tax:** tax based on a percentage of a percentage of a person’s income. 28. **Ethnocentrism:** the belif that one’s culture is superior to all other cultures. 29. **Entrenching:** fixing firmly within 30. **GDP per capita:** a measure of how well-off the people of a country are 31. **Accord:** a formal agreement 32. **Annuity:** an annual payment 33. **Assimilate:** become part of a different group 34. **Autonomy:** authority to make decisions 35. **Boycott:** a decision by consumers to stop buying a product or service as a way to bring about change. 36. **Civil Servants**: the people who serve Canadian as employees of the government. 37. **Collective Bargaining:** negotiating as a group. Collective bargaining is the key right established by unions for workers. 38. **Colonialism:** the process of establishing colonies, in which a region is claimed and governed by a country from another part of the world. 39. **Constituent:** someone who lives in a riding and is represented by an elected official from that riding. 40. **Consumerism:** an economic theory that links prosperity to consumer demand for goods and services, and that makes consumer behavior central to economic decision making. 41. **Demographic:** to do with the characteristics of populations. 42. **Economic system:** How a society organizes the production, distribution and consumption of goods and services. |  |  |  |
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