



Building a Positive Future

Activities Overview

Students examine how Canadian society is responding to the consequences of residential schools. Students recommend actions to address the short-term and long-term effects of residential schools on survivors and their families and to build a positive future to enhance relationships among all peoples.

Focuses for Assessment: How the Outcomes Are Grouped

The [Summative Assessment Task: Building a Positive Future](#)  and [accompanying rubric](#)  address the following focuses for assessment and corresponding specific outcomes from the Knowledge and Employability Social Studies 10-4 Program of Studies. Skills and Processes outcomes are clustered with Values and Attitudes outcomes and Knowledge and Understanding outcomes to provide robust opportunities for student learning. The Focuses for Assessment articulate what students will do to provide evidence of learning. Formative assessment opportunities within the suggested activities provide ways to support students in reaching the learning goals.

describe reconciliation efforts

Number	Specific Outcomes <i>Students will:</i>
10-4.2j	examine attempts to address the consequences of imperialism in Canada; e.g., <i>Royal Commission on Aboriginal Peoples</i> , contemporary examples
S.1.4	develop skills of critical and creative thinking: <ul style="list-style-type: none">investigate local and global current events from a variety of perspectives and examine how these perspectives can shape understanding
S.2.3	develop skills of historical thinking: <ul style="list-style-type: none">examine historical events/issues and their relationship to the present

state and support a position

Number	Specific Outcomes <i>Students will:</i>
10-4.2j	examine attempts to address the consequences of imperialism in Canada; e.g., <i>Royal Commission on Aboriginal Peoples</i> , contemporary examples
S.1.1	develop skills of critical and creative thinking: <ul style="list-style-type: none">• use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position
S.2.3	develop skills of historical thinking: <ul style="list-style-type: none">• examine historical events/issues and their relationship to the present

propose a solution

Number	Specific Outcomes <i>Students will:</i>
10-4.2j	examine attempts to address the consequences of imperialism in Canada; e.g., <i>Royal Commission on Aboriginal Peoples</i> , contemporary examples
S.1.1	develop skills of critical and creative thinking: <ul style="list-style-type: none">• use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position
S.4.2	demonstrate skills of decision making and problem solving: <ul style="list-style-type: none">• reflect on their own and others' past actions when determining future actions and choices
S.4.3	demonstrate skills of decision making and problem solving: <ul style="list-style-type: none">• recognize that some problems may not have apparent or visible solutions

communicate information

Number	Specific Outcomes <i>Students will:</i>
S.8.4	demonstrate skills of oral, visual and textual literacy: <ul style="list-style-type: none">• communicate in an engaging manner, using a variety of strategies and skills, e.g., speeches, multimedia presentations and written and oral reports, and consider particular audiences and purposes