

## **Social Studies 30-1: Semester Overview**

### **Overview and rationale:**

Social studies is the study of people, how they relate to each other, and how they relate to their world. The social studies program in Alberta allows students the opportunities to develop essential knowledge, skills, and attitudes that will help them negotiate their role and responsibilities as active, engaged, and informed citizens. It emphasizes the appreciation and inclusion of diversity to reflect the pluralistic nature of Canadian society. Multiculturalism, bilingualism, and multiple perspectives are woven throughout the program and its outcomes in order to encompass the diversity of individual and collective identities that exist in contemporary Canadian society. The value of the democratic process, and the rights of individuals to be heard within our country, will be developed as students interact with a variety of issues facing Canadians and the world. This will provide students the background knowledge that they need to develop informed opinions with regards to current issues that will allow them to participate meaningfully and responsibly in society. It will enable them to become active and engaged members.

Essential understandings are developed throughout the social studies programs. Identity and citizenship are central to the program and built upon year by year so that students will know themselves as individuals but also as a larger collective within Canada. Skills with regards to deliberation, collaboration, and consensus-building are integral to the social studies program and are meant to give students the tools that they will need to participate in Canada's pluralistic and democratic society. Perspective and understanding the various perspectives that exist in society is important to Canadian citizenship.

The social studies program is further supporting the nature of 21<sup>st</sup> century learners. Students are interacting with media constantly in their everyday lives and this is a trend that will continue to increase. This must be reflected in the context of the social studies classroom. The program of studies allows for students to use technology and media to develop essential understandings and skills that will allow them to actively participate in wider society. Further, emphasis is placed upon students as active learners that build their knowledge, skills, and attitudes in a setting where they are allowed to create and interact. Focusing on issues and inquiry-based activities will prepare students for the type of decisions they will be expected to make outside of the school setting when they enter world as adult citizens of Canada.

Social studies at the 30-level will develop within students the understanding of ideology and how it affects the world they live in and the decisions they and others make. They will understand ideology in the context of their identity and how it influences their beliefs and values, actions and choices. Students will appreciate how ideology contributes to creating the society that they live in. By deconstructing the political and economic decisions made within Canada, students will see how ideology is reflected within the world and will be decide for themselves the extent to which ideology should be embraced by the individual and by society. Further, students will evaluate the merits of liberal principles, as well as the critiques and resistance to liberalism, throughout history and in the context of contemporary society.

**Scope and Sequencing: Outcomes of Social 30-1**

The program of studies focuses the social 30-1 course around the **Key Issue:** *To what extent should we embrace an ideology?* To build an understanding of this issue, the program of studies further divides the course content into four **Related Issues:**

1. *To what extent should ideology be the foundation of identity?*
2. *To what extent is resistance to liberalism justified?*
3. *To what extent are the principles of liberalism viable?*
4. *To what extent should my actions as a citizen be shaped by ideology?*

This course will be organized into four units; each unit will emphasize one of the related issues.

|  |                                  |  |   |   |  |
|--|----------------------------------|--|---|---|--|
| <b>Subject:</b><br>Social 30-1 Semester Plan<br><i>To what extent should we embrace an ideology?</i> |                                  | <b>YEAR:</b> 2009/2010<br><b>Teacher:</b> MS. COATES |   |   |  |
| <b>General Outcome:</b>  | <b>Specific Outcome:</b>         | <b>Date:</b>   | <b>Major Objectives</b>   | <b>Materials/ Resources</b>   | <b>Assessment</b>  |
| To what extent should ideology be the foundation of identity?  | 1.1<br>1.3<br>1.5<br>1.6<br>1.10 | Aug 31<br>– Sept 9                                   | <ol style="list-style-type: none"> <li>1. Perspective vs. Point of view</li> <li>2. Current Events</li> <li>3. Perspectives regarding identity and ideology</li> <li>4. Relationship between identity and ideology</li> <li>5. Factors influencing individual/collective beliefs/values: culture, language, media, relationship to land, env't, gender, religion, spirituality, ideology)</li> <li>6. Characteristics of ideology: Human Nature, Structure of Society, Interpretations of history, Vision for the future</li> <li>7. Themes of ideology: nation, class, relationship to land, env't, religion, progressivism</li> </ol> | <i>Perspectives on Ideology,</i><br><i>Oxford Press.</i><br><br>Online Guide to Implementation (Alberta Learning) | <b>Formative:</b> <ul style="list-style-type: none"> <li>• Perspective Activity</li> <li>• Critical Challenges</li> <li>• Chapter Reflections</li> <li>• Exit Slips</li> <li>• In-class Learning Act.</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>• Unit Exam</li> <li>• Essay: <i>To what extent</i></li> </ul> |

|   |                                  |                         |  |  |  |
|---|----------------------------------|-------------------------|--|--|--|
|   | 1.2<br>1.7<br>1.8<br>1.9<br>1.10 | Sept 10<br>– Sept<br>21 | <ol style="list-style-type: none"> <li>Perspectives on individualism vs. common good</li> <li>Principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property</li> <li>Principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms</li> <li>Contemporary examples of the relationship between individualism and common good</li> <li>Relationship between identity and ideology</li> </ol> | <a href="http://www.cbc.ca">www.cbc.ca</a><br><br><a href="http://www.politicalcompass.com">www.politicalcompass.com</a><br><br><a href="http://www.YouTube.com">www.YouTube.com</a> | <i>should identity be shaped by ideology?</i> <ul style="list-style-type: none"> <li>Performance Task: <i>Create your own Ideology</i></li> </ul>  |
| To what extent is resistance to liberalism justified? | 2.5<br>2.6                       | Sept 23<br>– Sept<br>30 | <ol style="list-style-type: none"> <li>Origins of classical liberal thought: John Lock, Montesquieu, Adam Smith, John Stuart Mill</li> <li>Impacts of classical liberalism on 19<sup>th</sup> c. society: laissez-faire capitalism, industrialization, class system, limited gov't</li> <li>French Revolution</li> <li>Industrial Revolution</li> </ol>  | <i>Perspectives on Ideology, Oxford Press</i><br><br>Online Guide to Implementation (Alberta Learning)<br><br><i>Boy in the Striped Pajamas</i>                                      | <b>Formative:</b> <ul style="list-style-type: none"> <li>Critical Challenges</li> <li>Chapter Reflections</li> <li>In-class Learn act.</li> <li>Concept Sort/Quiz</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>Unit Exam</li> <li>Essay: <i>To what extent is resistance to principles of liberalism justified?</i></li> <li>Performance task:</li> </ul> |
|   | 2.2<br>2.3<br>2.7<br>2.8         | Oct 1 --<br>13          | <ol style="list-style-type: none"> <li>How is citizenship impacted by ideological principles?</li> <li>Should individuals/groups adhere to ideological principles?</li> <li>Ideologies in response to liberalism: classic conservatism, Marxism, socialism, welfare capitalism</li> <li>Political spectrum</li> <li>Evolution of modern liberalism: labour standards/unions, universal suffrage, welfare state, protection of human rights, feminism</li> </ol>  | <a href="http://www.cbc.ca">www.cbc.ca</a>   |  |
|   | 2.2<br>2.3<br>2.9<br>2.10        | Oct 14 --<br>29         | <ol style="list-style-type: none"> <li>How is citizenship impacted by ideological principles?</li> <li>Should individuals/groups adhere to ideological principles?</li> <li>Ideologies that reject liberalism: communism, fascism</li> <li>Totalitarianism: Soviet Russia &amp; Nazi Germany</li> <li>WWII</li> <li>Ideological conflict influencing intn'l relations: expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements</li> </ol>   |  |  |
|   | 2.1<br>2.4<br>2.11<br>2.12       | Oct 30 –<br>Nov 11      | <ol style="list-style-type: none"> <li>How does Aboriginal thought contribute to the development of ideologies in Canada?</li> <li>How does Aboriginal thought contribute to the development of liberalism and its expression in Canada?</li> <li>To what extent should liberalism be imposed on people? (Aboriginal groups, international relations)</li> <li>To what extent is modern liberalism challenged? (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, extremism)</li> </ol>               |  |  |

|  |   |                 |   |  |   |
|--|---|-----------------|---|--|---|
| To what extent are the principles of liberalism viable?              | 3.1<br>3.2<br>3.3<br>3.4<br>3.5<br>3.8  | Nov 12 – 27     | <ol style="list-style-type: none"> <li>Perspective on viability of liberalism</li> <li>Perspectives on promoting liberalism within political systems</li> <li>To what extent should gov'ts reflect the will of the people?</li> <li>Do practices of political systems reflect principles of liberalism? (consensus decision making, direct/representative democracies, authoritarian political systems)</li> <li>Do practices of economic systems reflect principles of liberalism? (traditional, free market, command, mixed economies)</li> <li>To what extent should gov'ts encourage economic equality?</li> <li>To what extent should gov'ts promote rights? (Bill of rights, Canadian Charter, Quebec Charter, FNMI rights, language laws)</li> </ol> | <i>Perspectives on Ideology, Oxford Press</i><br><br>Online Guide to Implementation (Alberta Learning) | <b>Formative:</b> <ul style="list-style-type: none"> <li>Chapter reflections</li> <li>Critical Challenges</li> <li>In-class learning act.</li> <li>Exit slips</li> <li>Writing tasks</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>Unit Exam</li> <li>Essay: <i>To what extent is liberalism viable in the context of contemporary society?</i></li> <li>Performance Task: <i>Why do liberal governments sometimes suspend the rights of their citizens?</i></li> </ul> |
|  | 3.1<br>3.6<br>3.7<br>3.9                | Nov 30 – Dec 15 | <ol style="list-style-type: none"> <li>Perspectives on viability of liberalism</li> <li>Illiberal thought and practice (Canada – Quebec schools, contemporary examples – France, Russia)</li> <li>Why do practices of gov't not reflect principles of liberalism (Japanese internment, October Crisis, War Measures Act)</li> <li>Principles of liberalism in contemporary issues (env't, resource use and dev't, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism)</li> <li>Emergency &amp; security legislation</li> </ol>  |  |   |
| To what extent should my actions as a citizen be shaped by ideology? | 4.4<br>4.5<br>4.6<br>4.7                | Dec 16 – Jan 12 | <ol style="list-style-type: none"> <li>What is the relationship between personal and collective worldviews and ideologies?</li> <li>How do ideologies shape individual and collective citizenship?</li> <li>Perspectives on rights, roles, responsibilities of citizens (respect for law and order, dissent, civility, political participation, citizen advocacy)</li> <li>Rights, roles, responsibilities of citizens during conflict (humanitarian crises, civil rights movement, antiwar movements, McCarthyism, prodemocracy movements, contemporary ex.)</li> </ol>  | <i>Perspectives on Ideology, Oxford Press</i><br><br>Online Guide to Implementation (Alberta Learning) | <b>Formative:</b> <ul style="list-style-type: none"> <li>Critical Challenges</li> <li>Chapter Reflections</li> <li>Writing activities</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>Essay: <i>To what extent should ideology shape responses to contemporary issues?</i></li> <li>Performance Task: Action plan for a global issue: How can Canadians make a difference?</li> </ul>   |
|  | 4.1<br>4.2<br>4.3<br>4.8<br>4.9<br>4.10 | Jan 13 – Jan 20 | <ol style="list-style-type: none"> <li>How do citizenship and leadership interact?</li> <li>Develop a global consciousness for world issues &amp; human condition</li> <li>Responsibilities of individual and collective citizenship</li> <li>Develop strategies for addressing local, national, global issues</li> <li>Opportunities to be active and responsible citizens (individual and collective action)</li> <li>To what extent should ideology shape responses to contemporary issues?</li> </ol>   |  |   |

### Course Assessment Weighting:

| Coursework                    | Weighting  | Diploma                   | Weighting  |
|-------------------------------|------------|---------------------------|------------|
| Tests and Quizzes             | 40%        | Multiple Choice           | 50%        |
| Writing and Performance Tasks | 40%        | Written                   | 50%        |
| Participation and Daily Tasks | 20%        |                           |            |
| <b>Final Class Mark</b>       | <b>50%</b> | <b>Final Diploma Mark</b> | <b>50%</b> |

- **Tests and Quizzes:** a collection of quizzes related to chapter content; a minimum of three formal, summative assessments that will be connected to the related issues of the curriculum; tests will include multiple choice and written response questions grounded in the skills and outcomes of the curriculum.
- **Written Assignments and Projects/Performance Tasks:** one project or performance task per related issue; up to three **defense of position** papers (major essays); up to three **perspective essays** (minor essays); writing skills activities / progressions built into papers.
- **Participation and Daily Work:** classroom tasks & assignments; homework completion; regular reflections (journal) and contributions to learning environment; assessment of participation and engagement in classroom activities; current events activities and discussion.

### Resources:

*Perspectives on Ideology, Oxford University Press, 2008.*

Sears & Wright (eds), 2004. *Challenges and Prospects for Canadian Social Studies.* Pacific Educational Press.

Atwell, Nancy. 1998. *In the Middle: New Understandings About Writing, Reading, and Learning.* Boynton/Cook Publishers, Inc.

Nelson Thomson Learning. 2002. *Communicate!* Thomson Canada Limited.

Alberta Education, Online Guide for Implementation (2007), Edmonton, AB: author. Retrieved on August 17, 200, from

<http://www.onlineguide.learnalberta.ca/>

### **Online Resources:**

[www.YouTube.com](http://www.YouTube.com)

archives.cbc.ca

www.politicalcompass.org

[www.cbc.ca](http://www.cbc.ca)

<http://www.teachertube.com>

### **Instructional Methods:**

A variety of instructional techniques and strategies will be used throughout this course as an attempt to meet diverse learning needs. Strategies such as teacher-directed instruction, which will include lecture, demonstrations, and whole class discussion (Socratic question and answer), will be matched with student-centered inquiry-based activities. Learning tasks will include individual, small-group, and whole-class activities with the purposes of enabling students to work cooperatively and to gain experience with deliberation, collaboration, and consensus-building; skills that are important within the context of Canada's pluralistic society. Visual, audio, and kinesthetic learning will be emphasized throughout instruction and activities. Learning activities that promote and develop different aspects of literacy with regards to oral, visual, written, and media will also be included.

Dimensions of thinking are built into the program of studies and a diversity of skill development is emphasized throughout the course. The dimensions of thinking include critical and creative thinking, historical thinking, geographic thinking, and decision-making and problem solving. This fosters a much wider array of learning needs and styles to be incorporated throughout the course and will more easily allow for Gardner's multiple intelligences to be included throughout the course.

### **Daily Activities:**

- Direct instruction: lecture, teacher demonstration, question and answer
- Individual: reflection questions, discussion (oral answers), exit slips
- Small-group: think-pair-share, brainstorming, in-class inquiries and problem solving, concept sort, concept mapping
- Whole-class: discussion (oral answers), debate, consensus-building, u-shaped discussion, four corners activity

### **Modifications:**

Opportunities for modifications are included throughout the planning and instructional strategies within the course. The social studies 30-2 course is not being offered, and yet many of the students will choose to write the 30-2 diploma and receive 30-2 credits. Therefore, various accommodations and modifications will be made for these students in order that they might successfully navigate the 30-1 content.

Accommodations and modifications will include:

- An alternate assessment weighting of coursework.
- Alternate writing tasks. (Phrasing: *To what extent...* becomes *Should...*)
- Alternate assessment rubrics for writing assignments and performance tasks (skill focused).
- Small group learning activities and peer scaffolding.
- All direct instruction (lecture and notes) will be available and accessible via Moodle.
- Extra resources for writing will be available in class, as well as on Moodle.
- Tutorial time is available (specifically for content and writing skills).