

Social Studies 30-2

Specific Learning Outcomes of Understanding, Knowledge and Skills (SLO Chart)

OVERVIEW: (Answers the basic what is the overall focus of the course)

Social Studies 30-2 students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

RATIONALE: (Answers the 'why?' am I learning this)

Social Studies 30-2 students will understand that democratic and capitalist societies are founded upon the key values of individualism and liberalism. Developing active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. An awareness of the evolution of ideologies is key to comprehending and responding to local, national and global issues.

TERMS AND CONCEPTS

This list is not necessarily complete, but it is the primary list taken from key terms found in the Alberta Program of Studies for Social Studies 30-2: perspectives, identity, ideology, individualism, common good, collective, human nature, nation, class, liberalism, self-interest, economic freedom, rule of law, private property, collective responsibility, collective interest, economic equality, collective norms, public property, contemporary, laissez-faire capitalism, industrialization, class system, limited government, Marxism, socialism, welfare capitalism, modern liberalism, labor standards, unions, voting rights, welfare state, feminism, communism, fascism, expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements, consensus decision making, direct democracies, representative democracies, authoritarian political systems, free-market economies, command economies, mixed economies, liberal democracies, illiberal, human condition, worldviews, citizen advocacy, civil rights movements, antiwar movements, responsible citizenship

SOCIAL STUDIES 30-2 COURSE FOCUS/KEY ISSUE:

To what extent should we embrace an ideology?

Key Outcome:

Students will explore the relationship between identity and ideology

UNIT /RELATED ISSUE ONE	<i>Should ideology be the foundation of identity?</i>
UNIT/RELATED ISSUE TWO	<i>Is resistance to liberalism justified ?</i>
UNIT/RELATED ISSUE THREE	<i>Are the principles of liberalism viable ?</i>
UNIT/RELATED ISSUE FOUR	<i>Should my actions as a citizen be shaped by an ideology ?</i>

It is important to understand that the entire course is built upon developing understanding and different points of view on issues about ideology and identity in relation to ideology.

All of the Specific Learning Outcomes are not equal. Some require and need more focus than others. Please use the coloured chart below to help you identify which outcomes are more important to learn and understand than others. It is important to know that every student is expected to learn all of the outcomes, however the expected level of mastery is not always the same for every outcome.

Level of Importance	Description
Must know	high-priority learning outcomes: these outcomes lead to overall understanding of other outcomes
Good to know	medium priority learning outcomes: these outcomes have more specific details that should be learned and understood
Nice to know	low priority learning outcomes: these outcomes are quite specific and only address a small part of the overall intent of the unit

SOCIAL STUDIES 30-2 SPECIFIC LEARNING OUTCOMES

UNIT/RELATED ISSUE ONE	
<i>Should ideology be the foundation of identity?</i>	
FOCUS: students will explore the relationship between identity and ideology	
Specific Learning Outcomes:	
Done?	Knowledge & Understanding
	Explore factors that may influence individual and collective beliefs and values: culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology
	Identify historic and contemporary expressions of individualism and collectivism
	Examine the characteristics of ideology: interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future
	Identify themes of ideologies: nation, class, relationship to land, environment, religion, progressivism
	Examine individualism as a foundation of ideology: its goals of liberalism; individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property
	Examine collectivism as a foundation of ideology: principles of collectivism; collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property
	Examine the relationship between individualism and common good in contemporary societies
	Analyze the extent to which personal identity should be shaped by ideologies
Values & Attitudes:	
	Appreciate various perspectives regarding identity and ideology
	Appreciate various perspectives regarding the relationship between individualism and common good

SOCIAL STUDIES 30-2 SPECIFIC LEARNING OUTCOMES

UNIT/RELATED ISSUE TWO	
<i>Is resistance to liberalism justified ?</i>	
FOCUS: students will assess impacts of, and reactions to, principles of liberalism	
Specific Learning Outcomes:	
Done?	Knowledge & Understanding
	Explore Aboriginal contributions to the development of liberalism
	Explore the relationship between the principles of liberalism and the origins of classical liberal thought: John Locke, Montesquieu, Adam Smith, John Stuart Mill
	Examine the impacts of liberal thought on 19th century society: laissez-faire capitalism, industrialization, class system, limited government
	Examine ideologies that developed in response to liberalism: Marxism, socialism
	Examine the growth of liberalism: labour standards and unions, voting rights, welfare state, protection of human rights, feminism
	Analyze ideological systems that rejected liberalism: Communism in the Soviet Union, Fascism in Nazi Germany
	Examine how ideological conflict shaped international relations after the Second World War: expansionism, containment, deterrence, brinkmanship, detente, liberation movements
	Examine perspectives on the imposition of the principles of liberalism: Aboriginal experiences, contemporary events
	Examine the extent to which modern liberalism is challenged by alternative thought: Aboriginal collective thought, environmentalism, religious perspectives, extremism
	Evaluate the extent to which resistance to liberalism is justified
Values & Attitudes:	
	Appreciate Aboriginal contributions to the development of ideologies
	Appreciate how citizens and citizenship are impacted by the promotion of ideological principles
	Appreciate that individuals and groups may adhere to various ideologies

SOCIAL STUDIES 30-2 SPECIFIC LEARNING OUTCOMES

UNIT/RELATED ISSUE THREE	
<i>Are the principles of liberalism viable ?</i>	
FOCUS: students will assess the extent to which the principles of liberalism are viable in a contemporary world	
Specific Learning Outcomes:	
Done?	Knowledge & Understanding
	Explore the extent to which government should reflect the will of the people
	Explore the extent to which governments should encourage economic equality
	Examine the extent to which the practices of political and economic systems reflect the values of liberalism: consensus decision-making, direct and representative democracies, authoritarian political systems, free-market economy, command economy, mixed economy
	Examine why the practices of governments may not reflect principles of liberalism
	Explore the extent to which governments should promote individual and collective rights: Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; emergencies and security legislation
	Evaluate the extent to which the values of liberalism are viable in the context of contemporary issues: environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship
	Values & Attitudes:
	Appreciate various perspectives regarding the viability of the principles of liberalism
	Appreciate various perspectives regarding the promotion of liberalism within political and economic systems

SOCIAL STUDIES 30-2 SPECIFIC LEARNING OUTCOMES

UNIT/RELATED ISSUE FOUR	
<i>Should my actions as a citizen be shaped by an ideology ?</i>	
FOCUS: students will assess their rights, roles and responsibilities as citizens	
Specific Learning Outcomes:	
Done?	Knowledge & Understanding
	Explore how ideologies shape individual and collective citizenship
	Examine perspectives on the rights, roles and responsibilities of the individual in a democratic society: respect for law and order, protest, civil disobedience, political participation
	Examine perspectives on the rights, roles and responsibilities of the individual during times of conflict: humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples
	Analyze the extent to which ideology should shape responses to contemporary issues
	Develop strategies to address local, national and global issues that demonstrate individual and collective leadership
	Explore opportunities to demonstrate active and responsible citizenship through individual and collective action
	Values & Attitudes:
	Appreciate the relationship between citizenship and leadership
	Exhibit a global consciousness with respect to the human condition and world issues
	Accept responsibilities associated with individual and collective citizenship

SKILLS AND PROCESS FOR -2 SOCIAL STUDIES

it is important to understand that the skills and processes outcomes for -2 Social Studies is meant to be spread over three separate courses (10 -2, 20-2, 30-2)

SKILLS & PROCESSES OUTCOMES

DIMENSIONS OF THINKING:	Done?
<p>Develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> • analyze ideas and information from multiple sources • determine relationships among multiple and varied sources of information • determine the validity of information based on context, bias, sources, objectivity, evidence or reliability • suggest likely outcomes based on factual information • evaluate personal assumptions and opinions • determine the strengths and weaknesses of arguments • identify seemingly unrelated information to explain a concept or event • analyze current affairs from a variety of perspectives • identify main ideas underlying the position or issue 	
<p>Develop skills of historical thinking:</p> <ul style="list-style-type: none"> • understand diverse historical and contemporary perspectives within and across cultures • analyze connections among patterns of historical change by identifying cause -and- effect relationships • compare and contrast historical narratives • identify and describe the impact of significant historical periods and patterns of change on society today • understand the difference between historical facts and historical interpretations • compare alternative historical narratives • develop reasoned arguments supported by historical and contemporary evidence • <i>describe how changes in technology can benefit or harm society</i> • <i>use current, reliable information sources from around the world</i> 	
<p>Developed skills of geographic thinking:</p> <ul style="list-style-type: none"> • analyze the ways in which physical and human geographic features influence world events • draw conclusions from maps and other geographic sources • locate, gather, interpret and organize information, using historical maps • assess the impact of human activities on the land and the environment • <i>use current, reliable information sources from around the world, including online atlases</i> 	
<p>Demonstrate skills and decision-making and problem-solving:</p> <ul style="list-style-type: none"> • demonstrate skills needed to reach consensus, solve problems and formulate positions • use inquiry processes to make decisions and solve problems • apply ideas and strategies to contribute to decision-making and problem-solving • <i>describe a plan of action to use technology to solve a problem</i> • <i>use appropriate tools and materials to accomplish a plan of action</i> 	

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE	Done?
<p>Demonstrate skills of co-operation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> • demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences • make meaningful contributions to discussion and group work • identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding • consider the points of view and perspectives of others • identify and use a variety of strategies to resolve conflicts peacefully and equitably • demonstrate cooperativeness in groups to solve problems 	
<p>Develop each-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> • demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community • promote and respect the contributions of team members when working as a team • cooperate with others for the well-being of the community 	
RESEARCH FOR DELIBERATIVE INQUIRY	Done?
<p>Apply the research process:</p> <ul style="list-style-type: none"> • develop and express an informed position on an issue • develop conclusions based on evidence gathered through research of a wide variety of sources • use research tools and methods to investigate issues • consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues • revise questions on an issue as new information becomes available • select relevant information when conducting research • cites sources correctly to respect the ownership and integrity of information • <i>use calendars, time management or project management software to assist in organizing the research process</i> • <i>plan and perform searches, using digital sources</i> • <i>generate understandings of issues by using some form of technology to facilitate the process</i> 	
COMMUNICATION	Done?
<p>Demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> • communicate effectively in a variety of situations • engage in respectful discussion • use a variety of oral, visual and print sources to present informed positions on issues • ask respectful and relevant questions of others to clarify viewpoints on an issue • make respectful and reasoned comments on the topic of discussion • <i>use technology to compose, revise and edit text</i> • <i>employ technologies to adapt information for context (situation, audience and purpose)</i> 	
<p>Develop skills of media literacy:</p> <ul style="list-style-type: none"> • assess the authority, reliability and validity of electronically accessed information • analyze the validity of various points of view in media messages • analyze information from multiple sources, and evaluating each source in terms of the author's perspective or bias and use of evidence 	

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| <ul style="list-style-type: none">• analyze the impact of various forms of media• demonstrate discriminatory selection of electronically accessed information | |
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