

Social Studies 30-1 Learning Partnership Approach

Key Skill and Learning Outcomes

OVERVIEW: (Answers the basic question "What is the overall focus of the course?")

Social Studies 30-1 students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles 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 30-1 students will understand that the principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary 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 30-1:

perspectives, identity, ideology, individualism, common good, collective, human nature, nation, class, progressivism, liberalism, self-interest, economic freedom, rule of law, private property, collective responsibility, collective interest, economic equality, collective norms, public property, contemporary, classical liberalism, laissez-faire capitalism, industrialization, class system, limited government, classic conservatism, Marxism, socialism, welfare capitalism, modern liberalism, labor standards, unions, universal suffrage, welfare state, feminism, communism, fascism, expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements, consensus decision making, direct democracies, representative democracies, authoritarian political systems, traditional economies, free-market economies, command economies, mixed economies, liberal democracies, illiberal, illiberalism, human condition, worldviews, citizen advocacy, civil rights movements, McCarthyism, antiwar movements, responsible citizenship

Students must submit samples (evidence) of their learning to be assessed by their course teacher in order for their teacher to assess their level of achievement. The samples of evidence will be the same for ALL students in this course, regardless of HOW they are learning. There will be THREE assessments for EACH Related Issue: (all mirrored or designed to help prepare for the eventual Diploma Exam in SS 30-1)

Assessment 1: Multiple Choice Questions in Quizzone (accessed through schoolzone)

Assessment 2: Written Response to a source(s) (SS website)

Assessment 3: Researched Essay OR Project/Creative Response (SS website)

SOCIAL STUDIES 30-1 COURSE FOCUS/KEY ISSUE:	
To what extent should we embrace an ideology?	
Key Outcome:	
<i>Students will explore the relationship between identity and ideology</i>	
UNIT /RELATED ISSUE ONE	<i>To what extent should ideology be the foundation of identity?</i>
UNIT/RELATED ISSUE TWO	<i>To what extent is resistance to liberalism justified ?</i>
UNIT/RELATED ISSUE THREE	<i>To what extent are the principles of liberalism viable ?</i>
UNIT/RELATED ISSUE FOUR	<i>To what extent 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

Please use the chart below with descriptors indicating how to achieve and provide evidence of the different levels of understanding

Level of Understanding	Descriptor
E	<p>Excellent:</p> <ul style="list-style-type: none"> • explanations and descriptions on the issues and concepts are sophisticated, insightful, and precise • links to the focus of study are accurate, perceptive, and comprehensively developed • support is judiciously chosen and comprehensively developed arguments which are consistent and compelling, demonstrating and insightful understanding of the issues and concepts
PR	<p>Proficient:</p> <ul style="list-style-type: none"> • explanations and descriptions on the issues and concepts are sound, specific, and adept • Links to the focus of study are consistent, logical, and capably developed • support is relevant and appropriate but may contain some minor errors
S	<p>Satisfactory:</p> <ul style="list-style-type: none"> • explanations and descriptions are adequate, straightforward, and conventional • links to the focus of study are relevant and developed in a generalized fashion • support is relevant but general, may be incompletely developed, and/or contain errors
L	<p>Limited:</p> <ul style="list-style-type: none"> • explanations and descriptions are confused, vague, and simplistic • links to the focus of study may be incomplete, superficial, and imprecise • support is superficial, may not always be relevant, and may contain significant errors
P	<p>Poor:</p> <ul style="list-style-type: none"> • explanations and descriptions are minimal, inaccurate and simply copied from the source like the textbook, modules, or other learning resources • links to the focus of study are disjointed, irrelevant, and demonstrate little or no understanding of the curricular outcomes
Z	<p>Zero: Zero is assigned to a response that fails to meet the minimum requirements of Poor</p>

SOCIAL STUDIES 30-1 SPECIFIC LEARNING OUTCOMES CHARTS (SLO CHARTS)

UNIT/RELATED ISSUE ONE
<i>To what extent should ideology be the foundation of identity?</i>
FOCUS: students will explore the relationship between identity and ideology
Specific Learning Outcomes:
Knowledge & Understanding
Explore factors that may influence individual and collective beliefs and values: culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology
Examine 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
Explore themes of ideologies: nation, class, relationship to land, environment, religion, progressivism
Analyze individualism as a foundation of ideology: its goals of liberalism; individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property
Analyze collectivism as a foundation of ideology: principles of collectivism; collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property
Analyze the dynamic between individualism and common good in contemporary societies
Evaluate 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 30-1 SPECIFIC LEARNING OUTCOMES

UNIT/RELATED ISSUE TWO <i>To what extent is resistance to liberalism justified ?</i>	
FOCUS: students will assess impacts of, and reactions to, principles of liberalism	
Specific Learning Outcomes:	
Knowledge & Understanding	
Explore Aboriginal contributions to the development of liberalism	
Examine the relationship between the principles of liberalism and the origins of classical liberal thought: John Locke, Montesquieu, Adam Smith, John Stuart Mill	
Analyze the impacts of classical liberal thought on 19th century society: laissez-faire capitalism, industrialization, class system, limited government	
Analyze ideologies that developed in response to classical liberalism: classic conservatism, Marxism, socialism, welfare capitalism	
Analyze the evolution of modern liberalism as a response to classical liberalism: labour standards and unions, universal suffrage, welfare state, protection of human rights, feminism	
Evaluate ideological systems that rejected principles of liberalism: Communism in the Soviet Union, Fascism in Nazi Germany	
Analyze how ideological conflict shaped international relations after the Second World War: expansionism, containment, deterrence, brinkmanship, detente, nonalignment, liberation movements	
Analyze perspectives on the imposition of the principles of liberalism: Aboriginal experiences, contemporary events	
Analyze the extent to which modern liberalism is challenged by alternative thought: Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism	
Evaluate the extent to which resistance to the principles of 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 30-1 SPECIFIC LEARNING OUTCOMES

UNIT/RELATED ISSUE THREE	
<i>To what extent should the principles of liberalism be viable?</i>	
FOCUS: students will assess the extent to which the principles of liberalism are viable in a contemporary world	
Specific Learning Outcomes:	
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	
Analyze the extent to which the practices of political and economic systems reflect principles of liberalism: consensus decision-making, direct and representative democracies, authoritarian political systems, traditional economies, free-market economies, command economies, mixed economies	
Analyze the extent to which liberal democracies reflect illiberal thought and practice: Canadian contemporary examples	
Analyze why the practices of governments may not reflect principles of liberalism	
Evaluate the extent to which governments should promote individual and collective rights: American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation	
Evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues: environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism	
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 30-1 SPECIFIC LEARNING OUTCOMES

UNIT/RELATED ISSUE FOUR <i>To what extent 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:
Knowledge & Understanding
Explore the relationship between personal and collective worldviews and ideology
Explore how ideologies shape individual and collective citizenship
Analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society: respect for law and order, dissent, civility, political participation, citizen advocacy
Analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict: humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples
Evaluate 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 -1 SOCIAL STUDIES

it is important to understand that the skills and processes outcomes for -1 Social Studies is meant to be spread over three separate courses (10 -1, 20-1, 30-1)

SKILLS & PROCESSES OUTCOMES

Level of
Understanding
(E, Pr, S, L, INS)

DIMENSIONS OF THINKING:

Skills of critical thinking and creative thinking:

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- predict likely outcomes based on factual information
- evaluate personal assumptions and opinions to develop an expanded appreciation of the topic or issue
- synthesize information from contemporary and historical issues to develop an informed position
- evaluate the logic of assumptions underlying the position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

Develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause -and-effect relationships
- analyze similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- *demonstrate an understanding of how changes in technology can benefit or harm society -- -- in the context of the present, the future and various historical time periods*
- *use current, reliable information sources from around the world*

Developed skills of geographic thinking:

- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
- *use current, reliable information sources from around the world, including online atlases*

Demonstrate skills and decision-making and problem-solving:

- demonstrate leadership in groups to achieve consensus, solve problems, formulate

<ul style="list-style-type: none"> • positions and take action, if appropriate, on important issues • develop inquiry strategies to make decisions and solve problems • generate and apply new 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	
<p>Demonstrate skills of core creation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> • demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably • participate in persuading, compromising and negotiating to resolve conflicts and differences • interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding • demonstrate leadership during discussions and group work • respect the points of view and perspectives of others • collaborate 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 enhance personal and community well-being • acknowledge the importance of multiple perspectives in a variety of situations 	
RESEARCH FOR DELIBERATIVE INQUIRY	
<p>Apply the research process:</p> <ul style="list-style-type: none"> • develop, express and defend an informed position on an issue • reflect on changes of perspective or opinion based on information gathered and research conducted • draw pertinent conclusions based on evidence derived from research • demonstrate proficiency in the use of research tools and strategies to investigate issues • consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues • integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry • develop, refine and apply questions to address an issue • select and analyze relevant information when conducting research • <i>plan and perform complex searches, using digital sources</i> • <i>use calendars, time management or project management software to assist in organizing the research process</i> • <i>generate new understandings of issues by using some form of technology to facilitate the process</i> • <i>record of relevant data for acknowledging sources of information, and cite sources correctly</i> • <i>respect ownership and integrity of information</i> 	
COMMUNICATION	
<p>Demonstrate skills of oral, written and visual literacy:</p>	

<ul style="list-style-type: none"> • communicate effectively to express a point of view in a variety of situations • use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue • ask respectful and relevant questions of others to clarify viewpoints • listen respectfully to others • use a variety of oral, visual and print sources to present informed positions on issues • <i>apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues</i> • <i>use appropriate presentation software to demonstrate personal understandings</i> • <i>compose, revise and edit text</i> • <i>apply general principles of graphic layout and design to a document in process</i> • <i>understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)</i> • <i>apply principles of graphic design to enhance meaning and engage audiences</i> 	
<p>Develop skills of media literacy:</p> <ul style="list-style-type: none"> • <i>assess the authority, reliability and validity of electronically accessed information</i> • <i>evaluate the validity of various points of view presented in the media</i> • <i>appraise information from multiple sources, and evaluating each source in terms of the author's perspective for bias and use of evidence</i> • <i>analyze the impact of various forms of media, identifying complexities and discrepancies in information and making distinctions between sound generalizations and misleading oversimplification</i> • <i>demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</i> 	