

School Division Unknown

# **Social Studies 18**

**1996**

## Introduction:

The focus of this course will be “the individual and the community”. Students will become familiar with the structures of local government, the rights and responsibilities of citizens, history and culture, resources and services in the community and their accessibility to them, transportation, environmental issues, geography and current events. (C.; N.; Cr. & Cr.; P.S.; I.L.). In Social Science 18 the teacher will consider the following objectives in relation to individual students’ needs. Diagnostic strategies will be used and the program built upon students’ needs.

**Target Audience:** This course is recommended to students only after a professional judgement has been made that the needs of these students cannot be accommodated through the application of the Adaptive Dimension within the provincially developed course or locally developed modified course.

An Alternative Education Program may be considered for a student who:

- Is at least 14 years, 8 months old (age of a typical grade ten student)
- Has below average cognitive functioning
- Is four or more grade levels behind peers academically
- Has not experienced success in a Regular Education Program
- Has significant problems with attendance/motivation and work habits
- Is at risk of dropping out of school
- Requires life skills and vocational training

Students who possess one or more of these characteristics **do not** necessarily require an Alternative Education Program.

The selection process for admittance into an Alternative Education Program is outlined on page 42 of the *Policy, Guidelines, and Procedures for Alternative Education Programs, September 2006* located at [http://www.sasked.gov.sk.ca/branches/curr/pdf/AltEdPolicy\\_Procedures.pdf](http://www.sasked.gov.sk.ca/branches/curr/pdf/AltEdPolicy_Procedures.pdf)

Within the context of this course, the Adaptive Dimension may be engaged to meet the needs of individual students. Figure 5 from *The Adaptive Dimension in Core Curriculum (1992)* identifies the variable of the Adaptive Dimension.

### Common Essential Learnings:

The common essential learnings are embedded in the alternative education program and include:

- **Communication (C)**
- **Numeracy (N)**
- **Critical and Creative Thinking (CCT)**
- **Independent Learning (IL)**
- **Personal and Social Development (PSV)**
- **Technological Literacy (TL)**

Students completing this course will be able to demonstrate in a variety of ways that they have learned:

### **Geography**

- Students will be able to read and understand a political map of Saskatchewan
- Students will be able to describe a region in terms of its geography
- Students will be able to use an atlas as a source of information
- Students will be able to interpret different examples of maps (city maps, bus routes, RM map, etc.)

### **Economics**

- Students will be able to differentiate between needs and wants
- Students will understand the connections between individuals and the infrastructure of society and how these needs and wants are met
- Students will understand the roles of individuals within their families and communities

### **Nations**

- Students will explore their personal background and culture
- Students will understand native culture and their unique contributions to our society
- Students will become aware of Saskatchewan's different cultural groups

### **Politics**

- Students will understand the structures of government (local & provincial)
- Students will identify the government agencies that are available as well as the purpose of each
- Students will understand the decision making process
- Students will understand the process of completing Government documents such as SIN

### **International Relations**

- Students will understand that they need a passport to travel outside of the country

### **Current Events**

- Students will have an ongoing awareness of local, provincial, national and international issues and events

## Unit One – Geography

Learning Objectives	CELS	Suggested Activities
1. Understand that a map has symbols that represent real places.	CCT/N	1. Construct a scale drawing of the classroom.
2. Recognize a Saskatchewan map.	CCT	2. Have students look at sample legends in their atlas, then make up their own symbols for different map features.
3. Understand how to locate familiar places on a map of their town, their municipality and their province.	CCT/ PSV	3. Have students make a plasticine model of an area with a lake, a river, a mountain, and a town. Then have them make a map of the area, complete with legend and scale.
4. Understand that Saskatchewan has many different regions of vegetation, population, and landforms.	CCT	4. On a large simple wall map of Saskatchewan, mark the approximate location students have traveled with colored pins.
5. Name Saskatchewan's major cities.	CCT/ PSV	5. Have students find the population of each of the places on a map. Have students line up from lowest population to highest population, or sort cards with place names and populations. Construct a class bar graph showing the populations.
6. Understand how to read direction and distance on a map and how to calculate the distance from their home to other points in Saskatchewan.	CCT/N	6. Using a legend, students could estimate the straight line distance from their home town or city to other places on a Saskatchewan map.
7. Appreciate that maps are a valuable source of information when planning a trip.		7. Consult a road map to find the distance by road as compared to the straight line distance. If they were taking a trip to each of these places, what type of transportation would be available for them to use? Construct a chart to show the advantages and disadvantages of using each type of transportation.
		8. On a map of their R.M., town or city, have each student estimate where their home is.
		9. Have students construct a map of their local area, labeling approximate distances and important landmarks/buildings.
		10. Create a tourism brochure of Saskatchewan or regional area.

## Unit Two – Economics

Learning Objectives	CELS	Suggested Activities
<ol style="list-style-type: none"> <li>1. Understand that individuals have needs and wants that must be met in order to survive and live happily.</li> <li>2. Understand and identify the roles that an individual fulfills within their family unit and within their community.</li> <li>3. Understand that members of social organizations (e.g. families, work places, communities) are interdependent in meeting the needs and wants of group members.</li> <li>4. Recognize and understand services available locally to meet the needs of individuals.</li> </ol>	<p>PSV</p> <p>PSV/ CCT</p> <p>PSV/ CCT</p> <p>CCT</p>	<p><b>Needs Versus Wants:</b></p> <ol style="list-style-type: none"> <li>1. Make a silhouette. Make a list or use pictures to illustrate needs on one half and wants on the other. Include needs of safety, belonging and acceptance, as well as physical needs.</li> <li>2. Have students make a wish list of things they would like to have. This activity could be done in a chart format or collage.</li> <li>3. Create a booklet of local agencies and people that students might access to help them meet their basic needs and wants.</li> <li>4. Have students create a chart of needs and wants for each family member.</li> <li>5. Have students role play several different community roles, explaining what they do to help other people meet their needs in the community.</li> <li>6. Make a grocery list for one week and visit the grocery store to find out how much it would cost to purchase the listed items.</li> <li>7. Have students use the yellow pages for a specific service, (e.g. heating, plumbing), then phone to find the cost of a simple job like repairing their heater.</li> </ol>

## Unit Three – Nations

Learning Objectives	CELS	Suggested Activities
1. Understand that Saskatchewan is a multicultural province.	PSV/C/ IL	1. In collaboration with the home, students will prepare a family tree on at least one side of their family for four generations, including themselves. They will see how their family is unique in its make up.
2. Understand all people possess unique beliefs that serve their needs.	PSV/C/ IL/CCT	2. Multiculturalism: Make a chart that lists the students' favourite foods, pastimes, music, dance, art, movies, etc. Determine where they originated.
3. Understand every person develops a personal identity shaped to a certain extent by his/her culture.	PSV/C/ IL/CCT	3. Select a topic for discussion in the talking-stick circle. It is derived from traditional practices within various Indian cultures to deal with helping people communicate effectively. Have yourself and the students seated in a circle. Make it clear, however, that one is allowed to speak on the topic only when one is in possession of the talking-stick which is passed around the circle. After all have voiced opinions on the issue, debrief with the students by discussing with them the strengths and weaknesses of this communication style.
4. Appreciate and respect the differences in our multi-cultured society.	PSV/ CCT/C	4. Select one of the Saskatchewan First Nations or cultural groups to research. Students should research where in Saskatchewan their group mainly lived, their traditional economy, education, art, religion, government, and family patterns.
5. Appreciate the long and unique standing of the First Nations People.	PSV/ CCT/C	5. Read a legend and discuss it with the students. Look at some of the symbols used in Native design and point out their meanings. Have students draw a symbolic representation of that, or another legend. 6. Discuss the role of dance in Native society. Either invite a dancer into the class or show a video which will give students an appreciation of the various cultural dances.

## Unit Four – Politics

Learning Objectives	CELS	Suggested Activities
<ol style="list-style-type: none"> <li>1. Identify the three levels of government.</li> <li>2. Identify local government agencies that are available such as Social Services Health Care, Mental Health.</li> <li>3. Understand municipal and provincial levels of government.</li> <li>4. Know that humans establish various organizations as a means to meeting their needs and wants.</li> <li>5. Know that any group must have structure for decision making to take place.</li> </ol>	<p style="text-align: center;">PSV</p> <p style="text-align: center;">PSV/C</p> <p style="text-align: center;">CCT</p> <p style="text-align: center;">PSV/ CCT/C</p>	<ol style="list-style-type: none"> <li>1. Discuss what information is found in the phone book while looking at one. (postal codes, addresses for the agencies, charts for weather hotline).</li> <li>2. Have the students look at the symbols found in phone book and make a chart that will help them and others learn what they mean.</li> <li>3. Plan for a Social Insurance Number. Help the student fill in the appropriate forms.</li> <li>4. Have the students make up a chart that shows the numbers or emergency numbers for these places. (Teen Help Line, Social Services)</li> <li>5. Have the mayor and/or councilors speak about their local roles and responsibilities.</li> <li>6. Set up a mock vote at different levels (school, community, etc.)</li> <li>7. Go over with the students what to do if they see something wrong happen. Have them make a list of things that they should do (if they have a burglar, for example).</li> <li>8. Have the students discuss when it is a good time to talk or to be quiet (e.g. when it is a good time to tell on friends).</li> <li>9. Examine the structure of School SRC or local organization.</li> </ol>

## Unit Five – International Relations

<b>Learning Objectives</b>	<b>CELS</b>	<b>Suggested Activities</b>
1. Understand that a passport is needed to travel outside of Canada.	C	<ol style="list-style-type: none"><li>1. Complete application for a passport and know the laws.</li><li>2. Provide videos and pictures to expose students of global images.</li><li>3. Invite guest speaker s to discuss experiences outside of Canada.</li></ol>



## Resources:

- What In The World – a monthly current events unit for Canadian Classrooms
- Materials from the town office including maps, reference material, phone book, etc.
- Atlas
- Internet
  - [www.classroomready.com](http://www.classroomready.com)
  - [www.nationalgeographickids.com](http://www.nationalgeographickids.com)
  - [www.atlas.nrcan.gc.ca](http://www.atlas.nrcan.gc.ca)
  - [www.saskschools.ca](http://www.saskschools.ca)
- Newspapers (local, provincial & national)
- TV and news programs
- Government Services forms and applications
- Video: Rights and Responsibilities (Canadian Growth and Change Series) Prentice Hall Ginn Canada (1996)
- Discover Saskatchewan, Bill MacDonald. ISBN – 0-919972-32-2
- Canada Its Land and People, 2<sup>nd</sup> Edition, Don Massey & Patricia Shields. ISBN – 1-895073-89-8
- Canadian Social Studies Homework, Scholastic. ISBN – 0-439-95233-6
- Canadian Teacher Helper Series Distributed through Monarch Books 1-800-404-7404
- InfoCanada by Nelson, Saskatchewan. ISBN - 0176260439
- Canada Map Skills Series, Milliken Publishing Co. ISBN – 1-55863-098-8
- Big Book of Canada, Christopher Moore. ISBN – 0-88776-457-6
- Learning through the Icons Series, L & M Illustration Inc. Office Number – (613)749-5137
- The Lands, Peoples and Cultures Series, Bobbie Kalman. Crabtree Publishing Company
- Saskatchewan, Gillian Richardson. ISBN – 0-8225-2760-X
- Discover Canada, Saskatchewan ISBN – 0-7172-2718-9
- Wow Canada! Book Series, Vivien Bowers. Firefly Books
- Prairie Born, David Bouchard. ISBN – 1-55143-152-1
- **Other Publications through Scholastics – S & S Learning Materials**

## **Instructional Strategies:**

It is recognized that the students in this course have exceptional needs and therefore will benefit greatly from a variety of instructional strategies. Incorporate all components of differentiated learning and instruction as well as individual students' PPP goals and objectives.

## **Assessment and Evaluation:**

Due to the unique needs and abilities of students, a wide range of continuous evaluation techniques should be used to determine student progress. Suggested measures may include: traditional tests, interviews, checklists, teacher observations, rating scales, participation, attendance, assignment completion, self assessment, and other methods that may be appropriate for the individual student(s). Examples located at:

[www.sasked.gov.sk.ca/docs/elemsoc/evaluess.html](http://www.sasked.gov.sk.ca/docs/elemsoc/evaluess.html)

**Student Products:** During the course of a school year most students will benefit from the opportunity to present material in a variety of ways. Some students, however, may require specific alternatives.

- **Oral presentations:**  
speech, report, reading, riddle, music, story, poem, description, question/answer
- **Written products:**  
report, story, poem, editorial, journal entry, essay, log, test, book, advertisement, letter, book review, puzzle
- **Visual displays:**  
models, dioramas, artifacts, charts, tables, posters, maps, graphs, pictures, puzzles, mobiles, cartoons, webs, concept maps, advertisements, bulletin board, mural
- **Presentations involving media:**  
audio recording, video recording, filmstrip, film, overhead projections, slides, photographs, computer activity
- **Group participation/presentations:**  
discussion, interview, dramatization, puppet show, panel discussion, song, simulation activity, food preparation, field trip, debate, survey, brainstorming, pantomime, role-play, contextual drama
- **Long term projects:**  
timeline, newspaper, theme scrapbooks

Teachers should keep in mind that each method of presenting information requires specific skills and abilities. Students may need help to think through the steps, organization and potential problems of a chosen mode of presentation.

Evaluation should reflect not only the quality of the student product, but also the skills, abilities and processes involved in its creation.