

School Division Unknown

# **Social Studies 28**

**1996**

## Introduction:

The focus of this course will be “the individual and Canada”. Students will become familiar with the structures of Canadian government, the rights and responsibilities of citizens, culture, resources and services in the community and their accessibility to them, transportation, environmental issues, international relations, geography and current events. (C.; N.; Cr. & Cr.; P.S.; I.L.). In *Social Science 28* 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 Canada (provinces, territories, regions, cities, and local community)
- Students will be able to describe a region in terms of its geography and climate (Maritimes, West Coast, Prairie Provinces, etc.)
- 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 concepts of standard of living and scarcity
- Students will understand the connections between individuals and the infrastructure of society and how these needs and wants are met
- Students will understand the concepts of wages/salaries and budgeting to meet their wants and needs

### **Nations**

- Students will define culture and understand that it develops and changes over time
- Students will become aware of, appreciate and respect Canada's different cultural groups

### **Politics**

- Students will understand the structures of government (local, provincial and national)
- Students will identify the government agencies that are available as well as the purpose of each
- Students will learn the purpose of the Charter of Rights and Freedoms
- Students will understand voting procedures and the electoral process
- Students will gain an understanding of the Young Offenders Act

### **International Relations**

- Students will explore a foreign country (size, language, climate, geography, industries, population, religion, history, clothing, sports, tourist attractions, etc.)

### **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
<p>1. Understand that a map has symbols that represent real places.</p> <p>2. Understand a Canadian map.</p> <p>3. Understand how to locate familiar places on a map of their town, municipality, province, and their country, using the index and legends. (Review Saskatchewan)</p> <p>4. Understand that Canada has many different regions of vegetation, population, climate and landforms.</p> <p>5. Understand that Canada is divided politically into provinces and territories.</p> <p>6. Understand how to read direction and distance on a map, and how to calculate the distance from their home to other points in Canada.</p> <p>7. Understand how to read and construct graphs of distance, climate, and population.</p>	<p>CCT/N/TL</p> <p>CCT/TL</p> <p>CCT/ PSV/TL</p> <p>CCT</p> <p>CCT/ PSV</p> <p>CCT/N</p>	<p><b>Concepts of Scale and Map Symbols:</b></p> <ol style="list-style-type: none"> <li>Have students look at sample legends in their atlas, then make up their own symbols for different map features.</li> <li>Construct a scale drawing of the classroom.</li> <li>Have students make a plasticine model of an area with a lake, a river, a mountain, and a town. Have them make a map of the area, complete with legend and scale.</li> <li>On a large simple wall map of Canada, mark the approximate location students have traveled with colored pins and label.</li> <li>Label each student as a province and have them line up in order as they would appear on a map of Canada.</li> <li>Look in an atlas for maps indicating population, climate, landforms, and vegetation.</li> <li>Play a game. "If I were in _____ (name a place from the class map) in _____ (name a month), I would wear _____ (give an example of appropriate outdoor clothing)".</li> <li>Have students find the population of places on a map. Have students line up from lowest population to highest population, or sort cards with place names and populations.</li> <li>Construct a class bar graph showing populations.</li> <li>Using a legend, students estimate the straight line distance from their home town or city to other places in Canada.</li> <li>Consult a road map to find the distance by road as compared to the straight line distance to various places in Canada.</li> <li>Create a matching card game using provinces and their capitals. Using cards of the provinces and their capitals, have students stick them on a large blank map of Canada in their correct positions.</li> </ol>

<p>8. Understand the types of transportation that can be used to travel across Canada.</p>	<p>N/TL</p>	
<p>9. Appreciate the size and geographic diversity of Canada.</p>	<p>CCT/ PSV</p>	
<p>10. Appreciate that maps and graphs are important ways to understand places that one may never see.</p>	<p>CCT/N</p>	
<p>11. Appreciate that maps are a valuable source of information when one is planning a trip.</p>	<p>CCT/N</p>	
	<p>CCT/ PSV</p>	

## Unit Two – Economics

Learning Objectives	CELS	Suggested Activities
<p>1. Understand that individuals have needs and wants that must be met in order to survive and live happily.</p>	PSV	<p>1. Have students make a wish list of things they would like to have. Then rank the items from most desired to least desired. For each item on the list, note the cost of getting that wish (e.g. a dollar value or something equivalent that they would have to give up). After assessing costs, have the student decide whether the cost of each item is acceptable or too high. This activity could be done in a chart format or collage.</p>
<p>2. Identify local/provincial resources, industries, or services to meet the needs and wants of an individual.</p>	PSV/ CCT	<p>2. Choose a basic need (e.g. food or shelter) and research how that basic need is met by their family.</p>
<p>3. Understand that an individual’s ability to live self-sufficiently is dependent upon his/her ability to fulfill a role in society and to manage resources available to them.</p>	PSV/ CCT	<p>3. Research agencies and people that students might access to help them meet their basic needs and wants.</p>
<p>4. Appreciate that meeting one’s needs and wants may be influenced by others and the availability of resources and services.</p>	CCT	<p>4. Have students create a chart. Name the people in their family. List main needs and wants of the family members (e.g. providing food, shelter, childcare, house cleaning, home maintenance, entertainment, companionship, transportation, love, safety, etc.). Record what each family member does to help meet this need/want for themselves and other family members.</p>
<p>5. Appreciate the value of good decision making in allocating personal resources.</p>	CCT	<p>5. Have students create a second chart. List the same needs and wants as for activity four. List important community members (e.g. mayor, grocery store owner, farmer, teacher, policeman, carpenter, etc). In the chart spaces, record what each community member does to help people in the community to meet their needs/wants.</p>
<p>6. Understand the definition of standard of living.</p>	PSV/ CCT	<p>6. Have the student choose two items, one need and one want (e.g. a car, a loaf of bread). Construct a web to show how many people are involved in producing, delivering, servicing, and paying for that item. This web could be completed using pictures and words.</p>

<p>7. Recognize that there are different standards of living across Canada.</p>	<p>CCT/ PSV</p> <p>CCT/ PSV</p>	<p>7. Calculate how much a person would make per month working for minimum wage and at a middle income job. Make a list of jobs that they might work at in the future and research how much each of these pays per month.</p> <p>8. Brainstorm a list of basic needs. Use flyers, catalogues and newspaper ads to help figure out how much each of these might cost per month. Construct a wall chart that contains pictures of each need with its approximate monthly cost. Calculate how much a person's salary would have to be to accommodate these monthly purchases.</p> <p>9. 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. This should lead to a discussion of the need to plan for unexpected expenses such as repairs.</p> <p>10. Have students create a chart that shows low, middle and high standard of living.</p>
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## Unit Three – Nations

Learning Objectives	CELS	Suggested Activities: Individualized based on the student’s culture.
<ol style="list-style-type: none"> <li>1. Understand that Canada is a multicultural society.</li> <li>2. Understand that culture may be identified as the ideas, values, beliefs, and behavior patterns transmitted from generation to generation within a society.</li> <li>3. Understand that cultures develop and change in complex ways over the course of time in response to forces from within and from outside of the culture.</li> <li>4. Appreciate and respect the differences in our multi-cultured society.</li> </ol>	<p>PSV/C/ IL</p> <p>PSV/C/ IL/CCT</p> <p>PSV/C/ IL/CCT</p> <p>PSV/ CCT/C</p>	<ol style="list-style-type: none"> <li>1. Multiculturalism: Make a chart that lists the students’ favourite foods, pastimes, music, dance, art, movies, etc. Ask them if they know from where their family originated. Once they have determined the place of origin, have them research that country or area and find out what other traditions we have borrowed from them.</li> <li>2. Select a Canadian culture to research. Students should research where in Canada the group mainly lived, their traditional economy, education, art, religion, government, and family patterns.</li> <li>3. Have a senior citizen visit the class to present what has changed in the culture in their lifetime and to answer any questions the students may have regarding culture and change.</li> </ol>

## Unit Four – Politics

Learning Objectives	CELS	Suggested Activities
<ol style="list-style-type: none"> <li>1. Identify the levels of government provincially and federally.</li> <li>2. Describe the electoral process in Canada.</li> <li>3. Identify the government agencies that are available such as Unemployment, Social Services, Health Care, and Citizenship</li> <li>4. Describe the purpose of Health Care, Social Services, Unemployment and two other government agencies.</li> <li>5. Explain the purpose of the Charter of Rights and Freedoms.</li> <li>6. Explain what the Young Offenders Act is.</li> </ol>	<p style="text-align: center;">PSV</p> <p style="text-align: center;">PSV/CCT/C N</p> <p style="text-align: center;">PSV/C</p> <p style="text-align: center;">CCT/C</p> <p style="text-align: center;">CCT/C</p> <p style="text-align: center;">CCT/ C</p>	<ol style="list-style-type: none"> <li>1. Look at three maps: one of Canada, one of Saskatchewan, and one of their local municipality. Have students point out their community on each of the maps. Inform the students that we have governments at each of these three levels. Discuss who the heads of each government are and also who the local representatives are. Discuss the various jobs of the different departments and levels of government.</li> <li>2. Discuss the rules of voting. Hold a mock trial using the guidelines from the <u>Elections Canada</u> kit. Students should make up parties and promises. Discuss some of the important issues to them.</li> <li>3. Set up a mock vote at different levels of government.</li> <li>4. Have the students think of questions to ask individuals who work at each of the government agencies.</li> <li>5. Go to the nearest office for Social Services, Unemployment, or Health Services for a tour and a chance for the student to talk with these individuals to see what happens at these offices.</li> <li>6. After talking to the individuals at the offices, have the students write up a brief report on each service.</li> <li>7. Have the students make up a chart that shows the numbers or emergency numbers for these places. (Teen Help Line, Social Services)</li> <li>8. Have students use the internet to look up the Charter of Rights and Freedoms and see what information they can find.</li> <li>9. Find examples of a human rights issue and have students discuss their point of view. Have them decide if they would be in favor of the results.</li> <li>10. Tour a police station and court room to see</li> </ol>

		<p>where everything is and what they should do if they ever have to go and visit one of these places.</p> <ol style="list-style-type: none"><li>11. Discuss with the students what they should do when talking to a policeman.</li><li>12. Invite a member of the RCMP to come and visit the students to discuss their job and answer student questions.</li><li>13. Read over the Young Offenders Act and have the students pick a selection to discuss with the group.</li><li>14. Have the students understand the options they have under the Young Offenders Act. Have a lawyer come in and discuss these options with them.</li><li>15. Discuss current cases in the news involving Young Offenders.</li></ol>
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## Unit Five – International Relations

Learning Objectives	CELS	Suggested Activities
<p>1. Demonstrate an understanding of a foreign country by providing a description of the country in oral and/or written form.</p>	<p>C/CCT/ TL/IL</p>	<p>1. Assign each student a country. Each study should consist of:</p> <ul style="list-style-type: none"> <li>• A map of the country</li> <li>• A flag of the country</li> <li>• Information about the country’s size, capital, language, climate, geography, industries, population, religion, history, clothing, sports, and tourist attractions</li> </ul> <p>2. Do a photo essay of a selected country.</p> <p>3. Provide videos and pictures to expose students to global images.</p> <p>4. Invite guest speakers to discuss experiences outside of Canada.</p>

## Unit Six – Current Events

Learning Objectives	CELS	Suggested Activities
1. Gain knowledge of the various sources available in keeping up-to-date with current events (internet, television, radio, reporter, magazines, and newspapers).	CCT/ TL	1. Have the students develop a chart that shows the different modes of communication. On the chart have them explain which mode is easier to get information from.
2. The student will explain the five W's (what, where, when, why and how).	PSV/ CCT/ C	2. Have the students develop their own news broadcast on a national event where they have a map to show location, a news anchor and a reporter
3. Select and discuss a news article.	C/PSV	3. Have the students make a collage of news clippings of local articles that have made the National level.
4. Recognize and name the major leaders in local, provincial, national and international events.	C/PSV	4. Find one of each of the four types of news articles and present them to the class or teacher in an oral or written presentation. The article must have some connection of importance to the area. The student will then tell how and why it is important to them.
5. Recognize local, provincial, national and international articles.	CCT C PSV	

## 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)
- Newspapers (local, provincial & national)
- TV and news programs
- Young Offenders Act – [www.gc.ca](http://www.gc.ca)
- Government Services forms and applications
- My Canada and National Geographic magazines
- Video: Rights and Responsibilities (Canadian Growth and Change Series) Prentice Hall Ginn Canada (1996)
- 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
- Parliament: Canada’s Democracy and How it Works, Maureen McTeer. ISBN – 0-394-22462-0
- Government of Canada, Alice Anderson. [www.daviesandjohnson.com](http://www.daviesandjohnson.com)
- Canadian Government, ISBN – 1-89452711-9 Canadian Teacher Helper Series Distributed through Monarch Books 1-800-404-7404
- Who Runs this Country Anyway?, Scholastic. ISBN – 0-439-94763-4
- World Geography, Learning Horizons
- Canada Map Skills Series, Milliken Publishing Co. ISBN – 1-55863-098-8
- Big Book of Canada, Christopher Moore. ISBN – 0-88776-457-6
- Discovering Canada, Using the Five Themes of Geography, Ted Henson. ISBN – 0-7647-0015-4
- Canadian Sites and Symbols Set, Scholar’s Choice. 775-1374
- 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
- Canadian Mosaic, KGR Teaching Aids Inc. ISBN – 1-55010-160-9
- Aboriginal Peoples in Canada, Scholastic. 1407023
- Native Nations Collection, Scholastic. 1703364
- Canada’s Natives Long Ago, Scholar’s Choice. 016-968678823
- Wow Canada! Book Series, Vivien Bowers. Firefly Books
- **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.