

School Division Unknown

Social Studies 38

1996

Introduction:

The focus of this course will be a continuation of *Social Studies 18* and *28* with an emphasis on Canada and international relations. (C.; N.; Cr. & Cr.; P.S.; I.L.). In *Social Studies 38* 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

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)**
- **Student Learning Outcomes**

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 the globe/world (continents, countries, bodies of water)
- Students will be able to describe a region in terms of its geography and climate (global)
- Students will be able to use an atlas as a source of information
- Students will be able to interpret different examples of maps (physical, political, road, etc)

Economics:

- Students will be able to make decisions to obtain/satisfy 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
- Students will understand that Canada's economy is dependent on Canada's relationship with other countries

Nations:

- Students will define culture and understand that it develops and changes over time
- Students will explore cultures in other countries and become aware, appreciate and respect cultural groups

Politics:

- Students will understand the structures of government (local, provincial, national, and international)
- Students will identify 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 complete a comparison of a foreign country to Canada (in relation to 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 Two – Economics

Learning Objectives	CELS	Suggested Activities
<p>1. Understand that in an economy with scarce resources difficult decisions must be made as to which needs/wants will be met.</p> <p>2. 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> <p>3. Appreciate the value of good decision making in allocating personal resources.</p> <p>4. Recognize that Canada’s economy is dependent on other countries</p>	<p>PSV C</p> <p>PSV/ CCT</p>	<p>1. Have students research another country to find out what that country produces that we cannot produce for ourselves in Canada.</p> <p>2. Make a list of wants and research how much it might cost to get each of these wants. Construct a timeline with dates, pictures, and prices to show how long it would take to obtain these wants. (this involves pricing, prioritizing, and discussing making payments for some large items)</p> <p>3. Have students practice setting up an independent living situation (ie. their own apartment), calculating what they might need to purchase initially and monthly thereafter.</p>
	<p>CCT</p>	
	<p>PSV/ CCT</p>	

Unit Three – Nations

Learning Objectives	CELS	Suggested Activities: Individualized based on the student’s culture.
<ol style="list-style-type: none"> 1. Understand that Canada is a multicultural society composed of cultures from around the world. 2. Culture may be identified as the ideas, values, beliefs, and behaviour patterns transmitted from generation to generation within a society. 3. Cultures develop and change in complex ways over the course of time in response to forces from within and from outside of the culture. 4. Appreciate and respect differences in our multi-cultural society. 	<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"> 1. Multiculturalism: Make a chart that lists the students’ favourite foods, pastimes, music, dance, art, movies, etc. Ask them if they know from where they 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. 2. Select a culture to research. 3. Prepare a cultural meal.

Unit Four – Politics

Learning Objectives	CELS	Suggested Activities
<ol style="list-style-type: none"> 1. Identify the levels of government provincially and federally. 2. Describe the electoral process in Canada. 3. Identify the government agencies that are available such as Unemployment, Social Services, Health Care, Citizenship 4. Describe the purpose of Health Care, Social Services, Unemployment and two other government agencies. 5. Explain the purpose of the Charter of Rights and Freedoms. 6. Explain what the Young Offenders Act is. 7. Name some of the options that youth have under the Young Offenders Act, such as the Alternative Measures Program. 8. See connection between personal experience and Young Offenders Act. 	<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"> 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. 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. 3. Set up a mock vote at different levels of government. 4. Have the students think of questions to ask individuals who work at each of the government agencies. 5. Have students use the internet to look up the Charter of Rights and Freedoms and see what information they can find. 6. The teacher could find examples of a Human rights issue and have the students discuss their point of view. Have them decide if they would be in favor of the results. 7. Together read over the Young Offenders Act and have the students pick a selection and discuss it with the group. 8. Have the students understand the options that they have under the Young Offenders Act. Have a lawyer come in and discuss these options with them. 9. Discuss current cases in the news involving Young Offenders. 10. Plan a mock trial with students and have them decide if the individual should be allowed to be considered under the Young Offenders Act.

Unit Five – International Relations

Learning Objectives	CELS	Suggested Activities
<p>1. Compare a foreign country to Canada in relation to size, language, climate, geography, industries, population, religion, history, clothing, sports, and tourist attractions.</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"> • A map of the country • A flag of the country • A paragraph comparing the following to that of Canada: the country's size, capital, language, climate, geography, industries, population, religion, history, clothing, sports, tourist attractions • Construct a Venn diagram to show comparisons <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
<ol style="list-style-type: none"> 1. Gain knowledge of the various sources available in keeping up-to-date with current events (internet, television, radio, reporter, magazines, and newspapers). 2. The student will explain the five W's (what, where, when, why and how). 3. Select and discuss a news article. 4. Recognize and name the major leaders in local, provincial, national and international events. 5. Recognize local, provincial, national and international articles. 	<p>CCT/ TL</p> <p>PSV/ CCT/ C</p> <p>C/PSV</p> <p>C/PSV</p> <p>CCT C PSV</p>	<ol style="list-style-type: none"> 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. Have the students develop their own news broadcast on an international event where they have a map to show location, a news anchor and a reporter 3. Have the students make a collage of news clippings of local articles that have made the international level. 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.

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
- Atlas of the World, Scholastic. 10115412
- Outline Maps of the World, Scholastic. 1396755
- Internet
 - www.classroomready.com
 - www.nationalgeographickids.com
 - www.atlas.nrcan.gc.ca
- Newspapers (local, provincial & national)
- TV and news programs
- Young Offenders Act – 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, 2nd Edition, Don Massey & Patricia Shields. ISBN – 1-895073-89-8
- Canada's Links to the World, Mind Resources. MR #048155
- 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
- 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
- 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
- Wow Canada! Book Series, Vivien Bowers. Firefly Books
- World Issues, Scholastic. 1580811
- Create a Culture, Scholastic. 794504
- **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

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.