

**South Slave Divisional Education Council**

# **Social Studies 30-1**

**Title: Perspectives on Ideology  
Curriculum Package**



**2012**

**KEY:**

**C** Citizenship I Identity

**ER** Economics and Resources

**LPP** The Land: Places and People

**GC** Global Connections

**CC** Culture and Community

**PADM** Power, Authority and Decision Making

**TCC** Time, Continuity and Change

**DIMENSIONS OF THINKING (embedded throughout all units)**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Develop skills of <b>critical thinking and creative thinking S.1</b>	<ul style="list-style-type: none"> <li>• Evaluate ideas and information from multiple sources</li> <li>• Determine relationships among multiple and varied sources of information</li> <li>• Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability</li> <li>• Predict likely outcomes based on factual information</li> <li>• Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue</li> <li>• Synthesize information from contemporary and historical issues to develop an informed position</li> <li>• Evaluate the logic of assumptions underlying a position</li> <li>• Assemble seemingly unrelated information to support an idea or to explain an event</li> <li>• Analyze current affairs from a variety of perspectives</li> </ul>
Develop skills of <b>historical thinking S.2</b>	<ul style="list-style-type: none"> <li>• Analyze multiple historical and contemporary perspectives within and across cultures</li> <li>• Analyze connections among patterns of historical change by identifying cause and effect relationships</li> <li>• Compare similarities and differences among historical narratives</li> <li>• Evaluate the impact of significant historical periods and patterns of change on the contemporary world</li> <li>• Discern historical facts from historical interpretations through an examination of multiple sources</li> <li>• Identify reasons underlying similarities and differences among historical narratives</li> <li>• Develop a reasoned position that is informed by historical and contemporary evidence</li> <li>• 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</li> <li>• Use current, reliable information sources from around the world</li> </ul>
Develop skills of <b>geographic thinking S.3</b>	<ul style="list-style-type: none"> <li>• Analyze the impact of physical and human geography on history</li> <li>• Make inferences and draw conclusions from maps and other geographical sources</li> <li>• Locate, gather, interpret and organize information, using historical maps</li> <li>• Develop and assess geographic representations to demonstrate the impact of factors of geography on world events</li> <li>• Assess the impact of human activities on the land and the environment</li> <li>• Assess how human interaction impacts geopolitical realities use current, reliable information sources from around the world, including online atlases</li> </ul>
Demonstrate skills of decision making and problem solving S.4	<ul style="list-style-type: none"> <li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues</li> <li>• Develop inquiry strategies to make decisions and solve problems</li> <li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving</li> <li>• Describe a plan of action to use technology to solve a problem</li> <li>• Use appropriate tools and materials to accomplish a plan of action</li> </ul>

**SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE (embedded throughout all units)**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate skills of cooperation, conflict resolution and consensus building S.5	<ul style="list-style-type: none"> <li>• Demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably</li> <li>• Participate in persuading, compromising and negotiating to resolve conflicts and differences</li> <li>• Interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding</li> <li>• Demonstrate leadership during discussions and group work</li> <li>• Respect the needs and perspectives of others</li> <li>• Collaborate in groups to solve problems</li> </ul>
Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community S.6	<ul style="list-style-type: none"> <li>• Demonstrate leadership by engaging in actions that enhance personal and community well-being</li> <li>• Acknowledge the importance of multiple perspectives in a variety of situations</li> </ul>
<b>RESEARCH FOR DELIBERATIVE INQUIRY (embedded throughout all units)</b>	
Apply the research process S.7	<ul style="list-style-type: none"> <li>• Develop, express and defend an informed position on an issue</li> <li>• Reflect on changes of perspective or opinion based on information gathered and research conducted</li> <li>• Draw pertinent conclusions based on evidence derived from research</li> <li>• Demonstrate proficiency in the use of research tools and strategies to investigate issues</li> <li>• Consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues</li> <li>• Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</li> <li>• Develop, refine and apply questions to address an issue</li> <li>• Select and analyze relevant information when conducting research</li> <li>• Plan and perform complex searches, using digital sources</li> <li>• Use calendars, time management or project management software to assist in organizing the research process</li> <li>• Generate new understandings of issues by using some form of technology to facilitate the process</li> <li>• Record relevant data for acknowledging sources of information, and cite sources correctly</li> <li>• Respect ownership and integrity of information</li> </ul>
<b>COMMUNICATION (embedded throughout all units)</b>	
Demonstrate skills of oral, written and visual literacy S.8	<ul style="list-style-type: none"> <li>• Communicate effectively to express a point of view in a variety of situations</li> <li>• Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue</li> <li>• Ask respectful and relevant questions of others to clarify viewpoints</li> <li>• Listen respectfully to others</li> <li>• Use a variety of oral, visual and print sources to present informed positions on issues</li> <li>• Apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues</li> <li>• Use appropriate presentation software to demonstrate personal understandings</li> <li>• Compose, revise and edit text</li> <li>• Apply general principles of graphic layout and design to a document in process</li> </ul>

**COMMUNICATION (embedded throughout all units)**

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Continued	<ul style="list-style-type: none"> <li>• Understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)</li> <li>• Apply principles of graphic design to enhance meaning and engage audiences</li> </ul>
Develop skills of media literacy S.9	<ul style="list-style-type: none"> <li>• Assess the authority, reliability and validity of electronically accessed information</li> <li>• Evaluate the validity of various points of view presented in the media</li> <li>• Appraise information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence</li> <li>• Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification</li> <li>• Demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</li> </ul>
<p><b>Key Issue: To what extent should we embrace an ideology?</b></p>	
<p><b>Related Issue 1:</b> To what extent should ideology be the foundation of identity?</p>	
<p><b>General Outcome:</b> Students will explore the relationship between identity and ideology.</p>	
Values and Attitudes	<ul style="list-style-type: none"> <li>• Appreciate Aboriginal contributions to the development of ideologies (C, LPP, PADM) 2.1</li> <li>• Appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC) 2.2</li> <li>• Appreciate that individuals and groups may adhere to various ideologies (I, C, PADM) 2.3</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Explore Aboriginal contributions to the development of liberalism (PADM, ER, LPP) 2.4</li> <li>• Examine the relationship between the principles of liberalism and the origins of classical liberal thought (John Locke, Montesquieu, Adam Smith, John Stuart Mill) (PADM, ER, TCC) 2.5</li> <li>• Analyze the impacts of classical liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC) 2.6</li> <li>• Analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism) (PADM, ER, TCC) 2.7</li> <li>• 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) (PADM, ER, TCC) 2.8</li> <li>• Evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC) 2.9</li> <li>• Analyze how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements) (PADM, TCC, LPP) 2.10</li> <li>• Analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events) (PADM, ER, TCC) 2.11</li> <li>• Analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism) (PADM, ER, LPP) 2.12</li> <li>• Evaluate the extent to which resistance to the principles of liberalism is justified (PADM, ER, GC) 2.13</li> </ul>

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<b>Related Issue 2:</b> To what extent is resistance to liberalism justified?	
<b>General Outcome:</b> Students will assess impacts of, and reactions to, principles of liberalism.	
Values and Attitudes	<ul style="list-style-type: none"> <li>• Appreciate Aboriginal contributions to the development of ideologies (C, LPP, PADM) 2.1</li> <li>• Appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC) 2.2</li> <li>• Appreciate that individuals and groups may adhere to various ideologies (I, C, PADM) 2.3</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Explore Aboriginal contributions to the development of liberalism (PADM, ER, LPP) 2.4</li> <li>• Examine the relationship between the principles of liberalism and the origins of classical liberal thought (John Locke, Montesquieu, Adam Smith, John Stuart Mill) (PADM, ER, TCC) 2.5</li> <li>• Analyze the impacts of classical liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC) 2.6</li> <li>• Analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism) (PADM, ER, TCC) 2.7</li> <li>• 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) (PADM, ER, TCC) 2.8</li> <li>• Evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC) 2.9</li> <li>• Analyze how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements) (PADM, TCC, LPP) 2.10</li> <li>• Analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events) (PADM, ER, TCC) 2.11</li> <li>• Analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism) (PADM, ER, LPP) 2.12</li> <li>• Evaluate the extent to which resistance to the principles of liberalism is justified (PADM, ER, GC) 2.13</li> </ul>
<b>Related Issue 3:</b> To what extent are the principles of liberalism viable?	
<b>General Outcome:</b> Students will assess the extent to which the principles of liberalism are viable in a contemporary world.	
Values and Attitudes	<ul style="list-style-type: none"> <li>• Appreciate various perspectives regarding the viability of the principles of liberalism (PADM, ER) 3.1</li> <li>• Appreciate various perspectives regarding the promotion of liberalism within political and economic systems (PADM, ER, C) 3.2</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Explore the extent to which governments should reflect the will of the people (PADM, C) 3.3</li> <li>• Explore the extent to which governments should encourage economic equality (PADM, ER, C) 3.4</li> <li>• 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) (PADM, ER, C) 3.5</li> </ul>

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Continued	<ul style="list-style-type: none"> <li>• Analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples) (PADM, ER) 3.6</li> <li>• Analyze why the practices of governments may not reflect principles of liberalism (PADM, ER, C) 3.7</li> <li>• 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) (PADM, C, CC) 3.8</li> <li>• 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) (PADM, ER, LPP) 3.9</li> </ul>
<b>Related Issue 4:</b> To what extent should my actions as a citizen be shaped by an ideology?	
<b>General Outcome:</b> Students will assess their rights, roles and responsibilities as citizens.	
Values and Attitudes	<ul style="list-style-type: none"> <li>• Appreciate the relationship between citizenship and leadership (C, I) 4.1</li> <li>• Exhibit a global consciousness with respect to the human condition and world issues (C, GC) 4.2</li> <li>• Accept responsibilities associated with individual and collective citizenship (C, GC) 4.3</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Explore the relationship between personal and collective worldviews and ideology (C, I, GC) 4.4</li> <li>• Explore how ideologies shape individual and collective citizenship (C, PADM, GC) 4.5</li> <li>• 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) (C, PADM, ER) 4.6</li> <li>• 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) (C, PADM, GC) 4.7</li> <li>• Evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC) 4.8</li> <li>• Develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC) 4.9</li> <li>• Explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC) 4.10</li> </ul>