

South Slave Divisional Education Council

Social Studies 30-2

**Title: Understandings of Ideologies
Curriculum Package**

*Creating
Futures* 

12

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 critical thinking and creative thinking S.1	<ul style="list-style-type: none"> • Analyze ideas and information from multiple sources • Determine relationships among multiple sources of information • Determine the validity of information based on context, bias, sources, objectivity, evidence or reliability • Suggest likely outcomes based on factual information • Evaluate personal assumptions and opinions • Determine the strengths and weaknesses of arguments • Identify seemingly unrelated ideas to explain a concept or event • Analyze current affairs from a variety of perspectives • Identify main ideas underlying a position or issue
Develop skills of historical thinking S.2	<ul style="list-style-type: none"> • Understand diverse historical and contemporary perspectives within and across cultures • Analyze connections among patterns of historical change by identifying cause and effect relationships • Compare and contrast historical narratives • Identify and describe the impact of significant historical periods and patterns of change on society today • Understand the difference between historical facts and historical interpretations • Compare alternative historical narratives • Develop reasoned arguments supported by historical and contemporary evidence • Describe how changes in technology can benefit or harm society • Use current, reliable information sources from around the world
Develop skills of geographic thinking S.3	<ul style="list-style-type: none"> • Analyze the ways in which physical and human geographic features influence world events • Draw conclusions from maps and other geographic sources • Locate, gather, interpret and organize information, using historical maps • Assess the impact of human activities on the land and the environment • Use current, reliable information sources from around the world, including online atlases
Demonstrate skills of decision making and problem solving S.4	<ul style="list-style-type: none"> • Demonstrate skills needed to reach consensus, solve problems and formulate positions • Use inquiry processes to make decisions and solve problems • Apply ideas and strategies to contribute to decision making and problem solving • Describe a plan of action to use technology to solve a problem • Use appropriate tools and materials to accomplish a plan of action

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"> • Demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences • Make meaningful contributions to discussion and group work • Identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding • Consider the points of view and perspectives of others • Identify and use a variety of strategies to resolve conflicts peacefully and equitably • Demonstrate cooperativeness in groups to solve problems
Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community S.6	<ul style="list-style-type: none"> • Demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community • Promote and respect the contributions of team members when working as a team • Cooperate with others for the well-being of the community

RESEARCH FOR DELIBERATIVE INQUIRY (embedded throughout all units)

Apply the research process S.7	<ul style="list-style-type: none"> • Develop and express an informed position on an issue • Develop conclusions based on evidence gathered through research of a wide variety of sources • Use research tools and methods to investigate issues • Consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues • Revise questions on an issue as new information becomes available • Select relevant information when conducting research • Cite sources correctly to respect the ownership and integrity of information • Use calendars, time management or project management software to assist in organizing the research process • Plan and perform searches, using digital sources • Generate understandings of issues by using some form of technology to facilitate the process
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COMMUNICATION (embedded throughout all units)

Demonstrate skills of oral, written and visual literacy S.8	<ul style="list-style-type: none"> • Communicate effectively in a variety of situations • Engage in respectful discussion • Use a variety of oral, visual and print sources to present informed positions on issues • Ask respectful and relevant questions of others to clarify viewpoints on an issue • Make respectful and reasoned comments on the topic of discussion • Use technology to compose, revise and edit text • Employ technologies to adapt information for context (situation, audience and purpose)
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COMMUNICATION (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 media literacy S.9	<ul style="list-style-type: none"> • Assess the authority, reliability and validity of electronically accessed information • Analyze the validity of various points of view in media messages • Analyze information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence • Analyze the impact of various forms of media • Demonstrate discriminatory selection of electronically accessed information
<p>Key Issue: To what extent should we embrace an ideology? Related Issue 1: Should ideology be the foundation of identity?</p>	
<p>General Outcome: Students will explore the relationship between identity and ideology.</p>	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate various perspectives regarding identity and ideology (PADM, ER, TCC) 1.1 • Appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC) 1.2
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP) 1.3 • Identify historic and contemporary expressions of individualism and collectivism (I, C, LPP, TCC) 1.4 • Examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future) (TCC, PADM, CC) 1.5 • Identify themes of ideologies (nation, class, relationship to land, environment, religion) (TCC, PADM, LPP) 1.6 • Examine individualism as a key value of ideology (values of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property) (PADM, ER, C) 1.7 • Examine collectivism as a foundation of ideology (values of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) (PADM, ER, C) 1.8 • Examine the relationship between individualism and common good in contemporary societies (PADM, ER, C) 1.9 • Analyze the extent to which personal identity should be shaped by ideologies (I, C) 1.10

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>
Related Issue 2: Is resistance to liberalism justified?	
General Outcome: Students will assess impacts of, and reactions to, principles of liberalism.	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate Aboriginal contributions to the development of ideologies (C, LPP, PADM) 2.1 • Appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC) 2.2 • Appreciate that individuals and groups may adhere to various ideologies (I, C, PADM) 2.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore Aboriginal contributions to the development of liberalism (PADM, ER, LPP) 2.4 • Explore the relationship between the values of liberalism and the origins of liberal thought (Adam Smith, John Stuart Mill) (PADM, ER, TCC) 2.5 • Examine the impacts of liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) (PADM, ER, TCC) 2.6 • Examine ideologies that developed in response to liberalism (socialism, Marxism) (PADM, ER, TCC) 2.7 • Examine the growth of liberalism (labour standards and unions, voting rights, welfare state, protection of human rights, feminism) (PADM, ER, TCC) 2.8 • Analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC) 2.9 • Examine how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, liberation movements) (TCC, PADM, ER) 2.10 • Examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events) (PADM, ER, TCC) 2.11 • examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism) (PADM, ER, LPP) 2.12 • Evaluate the extent to which resistance to liberalism is justified (PADM, ER, GC) 2.13
Related Issue 3: Are the principles of liberalism viable?	
General Outcome: 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"> • Appreciate various perspectives regarding the viability of the values of liberalism (PADM, ER) 3.1 • Appreciate various perspectives regarding the promotion of liberalism within political and economic systems (PADM, ER, C) 3.2
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore the extent to which governments should reflect the will of the people (PADM, C) 3.3 • Explore the extent to which governments should encourage economic equality (PADM, ER, C) 3.4 • Examine the extent to which the practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy) (PADM, ER, C) 3.5 • Examine why government practices may not reflect values of liberalism (Canada, contemporary examples) (PADM, ER) 3.6

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>
Continued	<ul style="list-style-type: none"> • Explore the extent to which governments should promote individual and collective rights (Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; emergencies and security legislation) (PADM, C, CC) 3.7 • Evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship) (PADM, ER, LPP) 3.8
Related Issue 4: Should my actions as a citizen be shaped by an ideology?	
General Outcome: Students will assess their rights, roles and responsibilities as citizens.	
Values and Attitudes	<ul style="list-style-type: none"> • Appreciate the relationship between citizenship and leadership (C, I) 4.1 • Exhibit a global consciousness with respect to the human condition and world issues (C, GC) 4.2 • Accept responsibilities associated with individual and collective citizenship (C, GC) 4.3
Knowledge and Understanding	<ul style="list-style-type: none"> • Explore how ideologies shape individual and collective citizenship (C, PADM, GC) 4.4 • Examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER) 4.5 • Examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC) 4.6 • Analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC) 4.7 • Develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC) 4.8 • Explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC) 4.9