

Course: Social Studies 10	Unit: 2		Year: 2017-2018
UNDERSTAND - Big Ideas <i>(from Curriculum Docs)</i>		Essential Questions <i>(WEIRD, WHOA, WOW and WHY)</i>	
The development of political institutions is influenced by economic, social, ideological, and geographic factors.		<ul style="list-style-type: none"> • How has political institutions influenced Canadian identity within the last 50 years? • How has Canadian political institutions changed and stayed the same within the last 50 years? • How have the First Nations of Canada influenced political institutions • As Catholics, how can our faith be reflected and represented within Canada’s political framework 	
DO – Curricular Competencies <i>From Curriculum Docs</i>		KNOW – Content <i>(the vehicle with which they’ll achieve the curricular competencies)</i>	
<p>Students will be able to....</p> <ul style="list-style-type: none"> • use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Compare and contrast continuities and changes for different groups during this period (continuity and change) • Compare and contrast continuities and changes for different groups during this period (continuity and change) 		<ul style="list-style-type: none"> • development, structure, and function of Canadian, First Peoples, and other political institutions: <ul style="list-style-type: none"> ○ forms of government and decision-making models – republic, monarchy, constitutional monarchy – autocracy, consensus ○ level and branches of government including First Peoples self-governments ○ passing legislation • political and economic ideologies and the development of public policy <ul style="list-style-type: none"> ○ classification of political and economic ideologies on a spectrum (socialism, communism, capitalism, fascism, liberalism, conservatism, environmentalism, etc.) 	

	<ul style="list-style-type: none"> ○ relationship between political and economic systems (i.e., between democracy and capitalism) • ○ roles of individuals and groups in influencing national and international policy
Catholic Worldview	Aboriginal Worldview
Community: How does our Catholic identity help us identify as Canadians	Learning involves patience and time
<p>Evidence of Classroom Differentiation</p> <p><i>How are the students actively learning? What different materials are being used? How else will the curricular competencies be practiced? What modelling and scaffolding is necessary? What learning experiences can be provided? How the lessons will be differentiated for all learners?</i></p>	
<p>Basic Performance: Student will use simplified readings to gain the background understanding of the revolutions Develop/Proficient: Use of the textbook and assigned readings Accomplished: students are reading beyond the assigned textbook, additional readings from text or external sources, additional work with source materials etc.</p> <p>Group discussions and One-to-one interviews will be used to assign students with challenges with written output challenges. Credit will be awarded for students who verbally articulate their understanding and insight. Use of google classroom for students to share insights and self reflections and evidence of learning. Encourage students of all levels to post what they know and their best work. Students will be given opportunity to submit and revise their work prior to final submission for summative assessment. Therefore they will have the opportunity to revise and incorporate new learning as the unit progresses.</p>	

Assessment	
Formative <ul style="list-style-type: none"> ● Check for Understandings ● Classroom Discussions ● Self Reflections/Review ● Peer Review and Feedback 	Summative Case Studies (use of primary source) Unit Test Project/Assignments
Resources (<i>what will I need?</i>)	Evaluation/Feedback (How did it go? What will I change?)
<ul style="list-style-type: none"> ● Counterpoints 1st Ed. ● Counterpoints 2nd Ed. ● https://prezi.com/vno4pj2exxej/perspectives-on-canadian-identity/ ● http://www.pacificslope.ca/uploads/2/4/2/6/24266342/political_party_webquest.pdf ● 	

Lesson	Curricular Competency	Assessment Tasks Achievement Indicators	Learning Opportunities Instructional Strategies Planning for Assessment
1 2-3 Classes	<ul style="list-style-type: none"> ● Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ● Compare and contrast continuities and changes of the Canadian identity ● <p>Topic: Canadian Identity</p>	<ul style="list-style-type: none"> ● Explain how Canadian identity has changed and remained the same with in the last generation by <ul style="list-style-type: none"> ○ completing the Canadian Identity Presentation <p>Formative - give students feedback on how they explained the continuity and change and use the of source evidence</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Watch a sample Preezi presentation on the changing Canadian identity (sample) <ul style="list-style-type: none"> ○ https://prezi.com/vno4pj2exxej/perspectives-on-canadian-identity/ ● In small groups, create a T-chart (Continuity and Change). Brainstorm list of ways that Canadian identity has changed and remained the same (examples diversity, immigration, community etc) include references to their own view and vision as Catholic youth within the Canadian community ● review the assignment and begin to research secondary sources for support to their observations and ideas ● Complete Canadian Identity Presentation

<p>2 1-2 Classes</p>	<ul style="list-style-type: none"> development, structure, and function of Canadian, First Peoples, and other political institutions <p>Topic: Form and Structure of Canadian Political system Role of Government at the Federal, Provincial/Territorial, Municipal</p>	<ul style="list-style-type: none"> Explain the structure of Canadian political system by: <ul style="list-style-type: none"> completing notes Outline the responsibilities of government at each of the different levels by <ul style="list-style-type: none"> completing powerpoint notes 	<p>Students will:</p> <ul style="list-style-type: none"> Read Chapter 9 <i>Counterpoints 1st ed.</i> <ul style="list-style-type: none"> pages 220-244 Complete powerpoint notes
<p>3 (1 Class)</p>	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions <p>Topic How to use source material to support ideas in written and verbal method</p>	<ul style="list-style-type: none"> Incorporate the use of Evidence to support their ideas in written and verbally 	<p>Students will:</p> <ul style="list-style-type: none"> Participate in a lesson to practice the use of incorporate the use of evidence to support their thinking/ideas <ul style="list-style-type: none"> PEE method Written examples and Verbal examples use the unit inquiry question to begin to create a framework to develop their response <ul style="list-style-type: none"> How has the canadian identity been influenced by the Canadian Political system?
<p>4 (2-3 Classes)</p>	<ul style="list-style-type: none"> political and economic ideologies and the development of public policy <p>Topic: Governmental and Economic systems as influenced by Political Ideologies and Political Parties</p>	<ul style="list-style-type: none"> Explain various political ideologies and political spectrum by: <ul style="list-style-type: none"> completing notes/readings assignment (Political Spectrum Chart) Webquest Political Party 	<p>Students will:</p> <ul style="list-style-type: none"> Read and take notes on political ideologies <ul style="list-style-type: none"> Pages 297-304 <i>Counterpoints 2nd ed.</i> Complete a political spectrum chart Complete research for the political party Webquest <ul style="list-style-type: none"> http://www.pacificslope.ca/uploads/2/4/2/6/24266342/political_party_webquest.pdf

<p>5 (2-3 Classes)</p>	<ul style="list-style-type: none"> • Compare and contrast continuities and changes for different groups during this period (continuity and change) <p>Topic Continuity and Change of Political Parties in Canada</p>	<ul style="list-style-type: none"> • Investigate and identify ways the political system has changed and remained the same by <ul style="list-style-type: none"> ◦ completing the Political System Presentation 	
<p>6</p>		<ul style="list-style-type: none"> • Practice completing a case study by reviewing primary source materials and using their knowledge of unit respond to various questions and create their own questions of the source materials <p>Summative Assessments: Case Study Unit Assessment Paragraph Response Assignment</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Apply their understanding of the unit to examine primary source materials and respond to questions and create questions by <ul style="list-style-type: none"> ◦ completing the Practice Case Study Assignment ◦ completing Case Study Summative Assessment ◦ completing Summative Unit Assessment ◦ Summative Paragraph Response (unit question) ◦ submit their best assignment that demonstrates their best performance of continuity and change either: <ul style="list-style-type: none"> ■ Canadian Identity Presentation ■ Canadian Political System Presentation

Topics

If time permits, add the following topic:

How does an individual influence the government

Case Study

Political Party Website: How does this party's website reflect the ideology of liberalism, conservatism, etc.?

Is this party on the left or the right or center? How do you know? Give specific examples to support your opinion.

How does this party reflect the role of federal government? Provincial government? Municipal government

Evidence Samples:

Municipal government brochure, Website from political parties, Government websites