

Bev Facey C.H.S. Social Studies Department

Social Studies 30-1 : Perspectives on Ideology

-COURSE OUTLINE

OVERVIEW:

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to the emergent global issues.

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
<ul style="list-style-type: none">1. To what extent should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.
<ul style="list-style-type: none">2. To what extent is resistance to liberalism justified?	Students will assess impacts of, and reactions to, principles of liberalism.
<ul style="list-style-type: none">3. To what extent are the principles of liberalism viable?	Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
<ul style="list-style-type: none">4. To what extent should my actions as a citizen be shaped by an ideology?	Students will assess their rights, roles and responsibilities as citizens.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

DIMENSIONS OF THINKING

S.1 develop skills of critical thinking and creative thinking.

S.2 develop skills of historical thinking.

S.3 develop skills of geographic thinking.

S.4 demonstrate skills of decision making and problem solving.

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

S.5 demonstrate skills of cooperation, conflict resolution and consensus building.

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.

RESEARCH FOR DELIBERATIVE INQUIRY

S.7 apply the research process.

COMMUNICATION

S.8 demonstrate skills of oral, visual and textual literacy.

S.9 develop skills of media literacy.

TEXTS:

Perspectives on Ideology.

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 50% of the final grade, and the final exam is worth 50%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE**

EVALUATIONS-ASSESSMENT *FOR* LEARNING will also be done. These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.