s

Social Studies 11 Explorations Unit 1 – Political Studies 2024/2025

**Core Content:**

1. Canada’s levels of government
2. Canada’s electoral system
3. Methods used by the media, governments or political groups to influence public opinion

***Core Competencies***

**Communicating          Thinking               Personal and Social Responsibility**

***Big Ideas***

***Understanding how political decisions are made is critical to being an informed and engaged citizen.***

***Political institutions and ideology shape both the exercise of power and the nature of political outcomes.***

***Decision making in a democratic system of government is influenced by the distribution of political and social power.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Catholic/ Indigenous Concepts** | **Curricular Competencies** | **Formative ‘Check Ins’** | **Summative Assessment** |
| #2 FP – Learning is holistic, reflective and experiential – they must use experience and reflection to come to a conclusion#5 CD One – Seeing if there is a coherent whole possibility | Inquiry - Uses Social Studies skills to ask questions; gather, interpret and analyze ideas; and geographic understandings. | - guided research check ins- Progression checks looking to guide research, understanding bias and getting at the core of political ideas | - Political power in democratic and non-democratic societies. - *What is the best form of government? Democracy, Socialism, Communism, Other?**- Learners will choose how to present their findings and their outcome* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Catholic/ Indigenous Concepts** | **Curricular Competencies** | **Formative ‘Check Ins’** | **Summative Assessment** |
| #6 CE – Love – Recognize that the marginalized and vulnerable have a voice and a different position#5 FP – Learning recognizes the role of Indigenous knowledge – connects to the outcome of the paper | Significance - Assesses the significance of people, places, events or developments, and comparing varying perspectives on their historical significance in relation to today’s world. | - review and revise the visual format- guide research in finding Indigenous government structures- Government quiz check ins | - What is the current relationship between Indigenous governments and the Canadian government?- Learners will produce a visual structure chart of the Canadian Government system, compared to the structure of Indigenous Governments, and write a reflection paper based on the question of the current relationship. |

**Learning Experiences**

|  |  |
| --- | --- |
| Flexible | - Use of round robin charts and strategic questioning to see where the learning takes us |
| Differentiation | - Learning environment is always inclusive, prodding different learners to have a voice |
| Personalized | - Summative assessment has elements of choice to engage all levels of learners |

|  |
| --- |
| **Teacher Reflection** |
| **What aspects of the unit went well?****What did students struggle with?****What did you struggle with?****What would you add/revise the next time you taught this unit?****Were there any unintended outcomes?****Were students engaged?** |  |