**SOCIAL STUDIES 30**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **WEEK 1** | **Small groups:** Unpack question activity “What does it mean to be a ‘good citizen’?  Compare and contrast ideas between ideologies | **Whole class:** Present, analyze and discuss types of citizenship… connections to ideological interests and how citizenship looks in society today | **Small groups:** Continue to explore types of citizenship and ideological connections  **Formative Assessment:**  Gallery Walk | **Whole Class:** Explore ‘Leadership and Citizenship’ activity and begin to look at causes and strategies for social issues today at local, national and global levels.. Begin to research for mini presentation | Continue ‘Leadership and Citizenship’ activity  **Formative Assessment:**  Exit Card: “What does responsible citizenship mean to you?” |
| **WEEK 2** | **Summative Assessment:** Class presentations (Specific outcome: 3.7, 4.1, S.1, S.4, S.7)  **Formative:** Class discussion on key ideas brought up during presentations | **Whole Class:** Introduce Mental health issues in society  Think-Pair-Share Activity  **Guest Speaker:** Alberta Health Services “Mental health in youth and effective plans of action with First Nations focus” | **Formative Assessment:** Reflection on guest speaker as a glass, highlight key terms and issues  **Case Study:** First Nation communities and Mental Health issues in Alberta  Individual assignment using case study material and personal reflection | **Continue Case Study:** First Nation communities and Mental Health issues  Integrate reflection from CALM class into case study and create a personal document that includes synthesis of case study material and personal reflection and resolve | **Continue Case Study:** First Nation communities and Mental Health issues. Prepare to hand in work for Monday  Exit Card: “Too what extent does the Case Study resonate with your everyday life?” |
| **WEEK 3** | **Whole Class:** Introduce Mental Health issues in society and inclusion of strategies and action plans  Look at current movements today (i.e. Bell LetsTalk)  **Summative Assessment:** Case Study of First Nations Project (Specific Outcome 4.6, 4.9 | Begin preparation of Social Awareness Campaign  Introduce the idea of final Digital Documentary project and how Awareness campaign fits in  Introduce Rubric | **Work period:** Creating Social Awareness Campaign  Brainstorming and designing a strategy to gain awareness to chosen issue  (Social Media campaign, pamphlets, talking to younger grades, videos, public events, community events) | **Work period:** Creating Social Awareness Campaign continued  **Formative feedback:** Peer to Peer feedback activity sharing ideas and plans | **Work Period:** Social Awareness Campaign put into action (plan to action)  Students will have time to talk to other students and public in and around the school |
| **WEEK 4** | **Work Period:** on each group's Awareness Campaign (plan to action) | Revisiting challenges and barriers to effective Social  Active Citizenship  **Summative Assessment:** Class mini- presentation on Awareness Campaign criteria (Specific Outcome: 4.3,4.9,4.10) | **Work Period:** on Digital Documentary  Formative Feedback: Conversations, provide detailed checklist and exemplars | **Digital Documentary/**  **Rehearsal for assembly**  **Formative Feedback:** Conversations and Peer to peer feedback | **Final Presentation/**  **Showcase**  **Whole school assembly Gr 10-12,** teachers, admin, experts and community |