



Ladybug Senior Years Units of Study – Atlantic Provinces

Rather than attempting to align the Ladybug senior years program to all senior years social studies courses offered in the Atlantic Provinces, three units of study were created and aligned to the Foundation for the Atlantic Canada Social Studies Curriculum. A fourth unit connects with ELA outcomes at all grade levels. Individual teachers may choose where these units best fit into specific senior years curricula.

Social Studies Units:

- A Place to Call Home: Urban Issues
- My Place in Canada: Citizenship
- My Place in the World: Global Issues

English Language Arts Unit:

- A Place on the Streets: Literature Circles

Connections to Foundation for the Atlantic Canada Social Studies Curriculum

“Curriculum Framework Vision

The Atlantic Canada social studies curriculum will enable and encourage students to examine issues, respond critically and creatively and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.” (p. 10)



“Essential Graduation Learnings

Graduates will be able to demonstrate knowledge, skills and attitudes in the following essential graduations learnings.

Citizenship:

- demonstrate understanding of Canada’s political, social and economic systems in a global context
- examine human rights issues and recognize forms of discrimination
- determine the principles and actions of just, pluralistic and democratic societies

Communication:

- explore, reflect on, and express their own ideas, learning, perceptions and feelings
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs, and charts
- access, process, evaluate and share information
- interpret, evaluate, and express data in everyday language
- critically reflect on and interpret ideas presented through a variety of media

Problem Solving:

- acquire, process and interpret information critically to make informed decisions
 - formulate tentative ideas and questions their own assumptions and those of others
 - ask questions, observe relationships, make inferences, and draw conclusions
 - identify, describe and interpret different points of view and distinguish fact from opinion
- Technological Competence
- locate, evaluate, adapt, create and share information, using a variety of sources and technologies” (p. 6-9)

Unit 1: A Place to Call Home - Urban Issues

Theme – A Place to Call Home

Students will investigate the relationship between urbanization and the issues of homelessness and poverty.

An Inquiry Into:

How do responses to homelessness and poverty differ in urban centres across Canada?

Overarching Understanding

Students will come to recognize that it is their responsibility to understand the social issues of poverty and homelessness common to Canadian urban centres in the 21st century.

Connections to General Curriculum Outcome Strand:

Individuals, Societies and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Elaboration

- Social studies provides students with the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision making.
- Students will assess the difficulties and dilemmas in developing private or public policies and the need to achieve individual and societal goals.
- The study of economic concepts, principles, and systems enables students to understand how economic decisions affect their lives as individual and members of society.

Curricular Outcomes

Students will:

- explain how economic factors affect people's incomes
- use economic concepts to help explain economic development in their province, the Atlantic region, Canada, and the world
- apply knowledge of economic concepts in developing a response to current economic issues such as disparity and sustainability



Unit 2: My Place in Canada - Citizenship

Theme - My Place in Canada

Students will investigate the issues of homelessness and poverty within their own community.

An Inquiry Into:

Who are the homeless in my community and what can I do about it?

Overarching Understanding

It is my responsibility as an individual citizen to make a positive contribution to my society. I must be an informed citizen to effectively contribute to improving the state of poverty and homelessness in my community.

Connections to General Curriculum Outcome Strand:

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority and governance.

Elaboration

- The empowered Canadian citizen understands personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.
- Students will examine how power is gained, used, and justified and how the protection of individual rights and freedoms is ensured within the context of constitutional democracy.

Curricular Outcomes

Students will:

- identify and explain persistent issues involving the rights, responsibilities, roles and status of individual citizens and groups in local, national, and global context
- analyze the distribution of power and privilege in society and the sources of authority in the lives of citizens
- explain the origins, purpose, function and decision-making processes of Canadian governments and how their powers are acquired, used, and justified
- explain, analyze, and compare the effectiveness of various methods of influencing public policy
- take appropriate actions to demonstrate their responsibilities as citizens

*Note: The core program is based on Winnipeg as an example of a local community. Local Atlantic Provinces resources could include:

Newfoundland and Labrador

- Reducing Poverty: An Action Plan for Newfoundland and Labrador
<http://www.hrle.gov.nl.ca/hrle/poverty/poverty-reduction-strategy.pdf>
- Poverty Reduction Initiatives: Newfoundland and Labrador
<http://www.hrle.gov.nl.ca/hrle/poverty/index.html>

New Brunswick

- New Brunswick Poverty Reduction Plan
<http://www.gnb.ca/0017/promos/0001/index-e.asp>
- Moncton Report Card on Homelessness 2008
http://monctonhomelessness.org/documents/greater_moncton_homelessness_report_card_2008.pdf
- Greater Moncton Homelessness Steering Committee (resources for other locations in New Brunswick can be found here)
<http://monctonhomelessness.org/>

Nova Scotia

- HRM - Planning - Homelessness in Halifax RM
<http://www.halifax.ca/planning/homeless.html>
- FEED NOVA SCOTIA
<http://www.feednovascotia.ca/>
- Halifax Report Card on Homelessness 2009
http://www.cahhalifax.org/ReportCard/Halifax_Report_Card.pdf

Prince Edward Island

- Poverty Reduction Policies and Programs in Prince Edward Island
http://www.ccsd.ca/SDR2009/Reports/PEI_Report_FINAL.pdf
- Government of Canada provides \$1,123,546 to alleviate homelessness in PEI
<http://www.servicecanada.gc.ca/eng/pe/communiques/05-03.shtml>
- Homelessness and Poverty - It does exist in PEI
<http://ward&wilmot.blogspot.com/2007/11/homelessness-and-poverty-it-does-exist.html>



Unit 3: My Place in the World – Global Issues

Theme - My Place in the World

Students will develop informed opinions on world issues related to quality of life in various parts of the world.

An Inquiry Into:

Exploration into a particular issue related to poverty and/or homelessness from both an historical and geographic perspective.

Overarching Understanding

It is my responsibility as a citizen of the global community to develop informed opinions on world issues and to become part of the solution.

Connections to General Curriculum Outcome Strand:

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment locally, nationally, and globally and the implications for a sustainable future.

Elaboration

- Social studies provides students with opportunities to analyze, appreciate, and act on the global challenges of an increasingly interdependent world.
- As students recognize the interdependence of Earth's peoples and the finite nature of Earth's resources, they develop strategies and systems that respect diversity and promote collaborative problem solving.

Curricular Outcomes

Students will:

- analyze and evaluate the opportunities and challenges of an increasingly dependent world
- evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies

- *assess the effectiveness of interrelationships within and among selected organizations and systems*
- *evaluate current technological developments and their potential impact on society and the environment*
- *articulate and justify a personal vision of a sustainable future*
- *evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues*
- *plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world*

Unit 4: A Place in the Streets - Homelessness

Theme – A Place in the Streets

Students will explore the issues of homelessness and poverty from the perspective of people living on the streets.

An Inquiry Into:

An issue that has engaged the interest of the reader arising from the study of a fiction or non-fiction text.

Overarching Understanding

I can experience personally and critically the issues of poverty and homelessness through the stories of others.

Connection to the Atlantic Canada English Language Arts Curriculum

“The Atlantic Canada English Language Arts Curriculum is shaped by the vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.

The curriculum is based on the premise that learning experiences in English language arts should:

- *help students to develop language fluency not only in the school setting, but in their lives in the wider world.*
- *contribute toward students’ achievement of the essential graduation learnings. (See Foundation for Atlantic Canada English Language Arts Curriculum pp.5-9.)” p. 1*



Senior Years Learning Environment

The learning environments for English language arts encourage inquiry based, issues oriented, resource-based instructional activities.

Elaboration

Students will listen, speak, read, write, view and represent to:

- explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.
- to communicate information and ideas effectively.
- to respond personally and critically to a range of texts.
- to understand a range of literature, information, media and visual texts.

Curricular Outcomes

Speaking and Listening

Students will:

- Examine others' ideas and synthesize to clarify and expand understanding.
- Question to acquire, interpret, analyze and evaluate ideas and information.
- Articulate, advocate and justify positions on an issue, showing an understanding of a range of viewpoints.

Reading and Viewing

Students will:

- Respond personally and critically to ideas and values presented in a variety of Canadian and international texts
- Access, select and research specific information to meet personal and learning needs
- Make informed personal responses to print and media texts
- Critically evaluate information accessed.

Writing and Representing

Students will:

- Use writing and other methods of representing to explore, extend and reflect on experiences with and insights into challenging texts and issues.