

20-1



## COMPLETE SUPPORT FOR AN ISSUES-BASED, INQUIRY-FOCUSED CURRICULUM

### STIMULATING CONTENT SOLUTIONS

*The foundation for meaningful inquiry is provided through the text narrative as well as through the following engaging feature studies:*



#### GEOREALITY

- Provides specific content that encourages exploration of the relationship between nations and human, economic, and physical geography. *View example on page 54-55.*

#### WEB CONNECTION

- Takes students to a central site that provides connections that will expand their research and exploration of an issue. *View example on page 30.*

#### THE VIEW FROM HERE

- Examines an issue through the words of people who are directly involved. The differing ideas provide students with an opportunity to deepen their understanding of an issue by exploring, analyzing, and evaluating various points of view. *View example on page 85.*

#### IMPACT

- Provides additional content that encourages more in-depth exploration of an issue in order to develop the students critical thinking skills. *View example on page 78.*

#### MAKING A DIFFERENCE

- Focuses on citizenship and personal responsibility. *View example on page 104.*

### LEARNING ASSESSMENT SOLUTIONS

*Opportunities for assessment as and for learning are interwoven throughout each related issue in the embedded questions and activities. Opportunities for assessment of learning are emphasized in the elements noted below:*

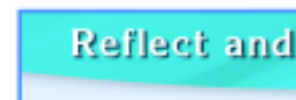
#### YOUR CHALLENGE

- Provides students with an opportunity to show their understanding of the material presented in the related issue and provides an assessment tool for teachers. *View example on page 16-17.*



#### REFLECT AND RESPOND

- Questions and activities conclude each inquiry section by encouraging students to reflect on aspects of the related issue, the chapter issue, and the inquiry question. They provide students with an opportunity to assess their understanding and review ideas from various points of view and perspectives. *View example on page 91.*



#### MY JOURNAL ON NATIONALISM

- Provides an opportunity for both self and teacher assessment of a student's evolving understanding of the concept of nationalism. *View example on page 43.*



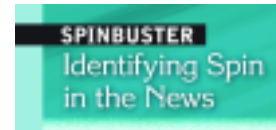
NOTE: This pre-publication contains draft material. Final edition will be available following approval by Alberta Education.

## SKILL DEVELOPMENT SOLUTIONS

*Skills development is embedded throughout each chapter with benchmark skills receiving particular emphasis in the following sections:*

### SPINBUSTER

- Develops media literacy skills as well as an expanded understanding on how viewpoints and perspectives are presented in the media. *View example on page 94.*



### FOCUS ON SKILLS

- Helps students develop a specific social studies skill in every chapter. Each skill relates to the chapter content. *View example on page 100-101.*



### THINK...PARTICIPATE...

- Includes activities designed to help students reinforce their skills, enhance their understanding of issues, and explore, analyze, and evaluate ideas and issues developed in the chapter. *View example on page 64-65.*



## MULTIPLE PERSPECTIVES SOLUTIONS

*Exploring the concept of Nationalism requires the integration of multiple perspectives. The following features provide opportunities for open and constructive dialogue:*



### INTRODUCTORY CHAPTER QUESTIONS

- Every chapter opener introduces the chapter issue and an activity that encourages students to think about and discuss what the visual represents. *View example on page 19.*

### VOICES

- Relevant quotations in the margin provide alternative points of view and perspectives.
- Encourage students to explore, examine, and evaluate various points of view and perspectives. *View example on page 73.*



### TAKING TURNS

- Invites students to examine their own points of view on specific questions and encourages dialogue among students. *View example on page 37.*

### UP FOR DISCUSSION

- To encourage metacognition and provide a forum for discussing issues and sharing of points of view on issues. *View example on page 50.*

