

Issues & Questions for Inquiry	
Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. <i>Major Issues in Italics</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> <i>How has a market economy influenced economic growth in the United States?</i>
	<input type="checkbox"/> <i>How has the quality of life been shaped by economic growth in the United States?</i>
	<input type="checkbox"/> What are some advantages and disadvantages to the individual in a market economy?
	<input type="checkbox"/> What role has government played in the economic growth of the United States?
	<input type="checkbox"/> How did the changes in technology influence production?
	<input type="checkbox"/> What role have entrepreneurs played in the economic growth of the United States?
	What role has labour played in the economic growth of the United States?
	<input type="checkbox"/>
	Important to know and be able to do (Sand)
	<input type="checkbox"/> To what extent can individuals influence the economy?
	<input type="checkbox"/> What are some of the factors that led to the development of corporations?
	<input type="checkbox"/> What were some important historical influences upon industrialization in the United States?
	Worth being familiar with (Water)
<input type="checkbox"/> How did the changes in technology influence work?	

Knowledge Objectives:	
A market economy has been the vehicle for economic growth in the United States.	
Significant change results from industrialization. <i>Concept: industrialization</i>	The big ideas/Enduring Understandings (Rocks)
	Industrial Revolution
	• domestic/factory system
	• urbanization
	• mechanization
	<input type="checkbox"/> • specialization
	<input type="checkbox"/> mass production
	<input type="checkbox"/> automation
	<input type="checkbox"/> transportation
	<input type="checkbox"/> immigration
<input type="checkbox"/> change	
Important to know and be able to do (Sand)	
<input type="checkbox"/>	
Worth being familiar with (Water)	
<input type="checkbox"/>	

Knowledge Objectives:	
A market economy has been the vehicle for economic growth in the United States.	
In a market economy, land, labour and capital are combined by private producers. <i>Concept: market economy</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> factors of production
	<input type="checkbox"/> scarcity
	<input type="checkbox"/> role of consumers
	<input type="checkbox"/> role of entrepreneurs
	<input type="checkbox"/> role of labour
	<input type="checkbox"/> corporations
	<input type="checkbox"/> role of government
	Important to know and be able to do (Sand)
	<input type="checkbox"/>
Worth being familiar with (Water)	
<input type="checkbox"/> business cycle	
<input type="checkbox"/> beliefs/values	

Knowledge Objectives:	
A market economy has been the vehicle for economic growth in the United States.	
In a market economy, the quality of life is influenced by an emphasis on individualism and private ownership. <i>Concept: quality of life</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> lifestyle (social, economic, spiritual, physical, etc.)
	Important to know and be able to do (Sand)
	<input type="checkbox"/>
	Worth being familiar with (Water)
<input type="checkbox"/>	

Skill Objectives	
Process skills – Locating/Interpreting/Organizing	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> Identify and define topic(s).
	<input type="checkbox"/> Differentiate between main and related ideas.
	<input type="checkbox"/> Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.
	Important to know and be able to do (Sand)
	<input type="checkbox"/> Identify points of view expressed in cartoons, pictures, photographs.
	<input type="checkbox"/> Identify possible sources and location of information (print, non-print, interviews, surveys); use the <i>Reader's Guide to Periodical Literature</i> and other indexes.
	<input type="checkbox"/> Identify relationships among variables within charts, graphs and tables.
	<input type="checkbox"/> Read and interpret maps to uncover relationships between geography and industrialization in the United States.
	Worth being familiar with (Water)
<input type="checkbox"/> Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.	
<input type="checkbox"/> Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.	

Skill Objectives	
Process Skills – Analyzing/Synthesizing/Evaluating	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> Draw conclusions about economic growth within a market economy.
	<input type="checkbox"/> Categorize information to develop concepts— industrialization, market economy, quality of life.
	<input type="checkbox"/> Make generalizations by stating relationships among concepts about economic growth within a market economy.
	Important to know and be able to do (Sand)
	<input type="checkbox"/> Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the United States.
	<input type="checkbox"/> Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
	Worth being familiar with (Water)
<input type="checkbox"/> Determine values underlying a position (identify, define, describe—value priorities, value conflicts).	

Skill Objectives	
Communication Skills	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Construct a time line of major events and the contributions of individuals to the industrial development of the United States.
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective essay/position paper, letter or editorial on the influence of the market economy on growth of industrialization in the United States, with more emphasis on the synthesis and evaluation of information from varied sources.
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑

Skill Objectives	
Participation Skills	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
	<ul style="list-style-type: none"> ❑ Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑

Attitude Objectives	
Students will Be Encouraged to develop:	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> Appreciation of the ways in which different economic systems meet the needs of the people.
	<input type="checkbox"/> Appreciation of the need for balance between freedom and responsibility.
	Important to know and be able to do (Sand)
	<input type="checkbox"/> Appreciation of the contributions of individuals and groups to improving the quality of life.
	<input type="checkbox"/> Appreciation of the worth of individual initiative and group effort in achieving goals.
	<input type="checkbox"/> Empathy for people who have been affected by change.
	Worth being familiar with (Water)
<input type="checkbox"/>	

Issues & Questions for Inquiry	
<p>Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. <i>Major Issues in Italics</i></p>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> How was the quality of life shaped by economic growth in the former Soviet Union?
	<input type="checkbox"/> How did a centrally planned economy influence economic growth in the former Soviet Union?
	<input type="checkbox"/> What role did the government play in the economic growth of the former Soviet Union?
	Important to know and be able to do (Sand)
	<input type="checkbox"/> What are some advantages and disadvantages to the individual in a centrally planned economy?
	<input type="checkbox"/> What were some important historical influences upon industrialization in the former Soviet Union?
	<input type="checkbox"/> How are the lives of citizens affected by an economic system?
	<input type="checkbox"/> What were some important historical influences upon industrialization in the former Soviet Union?
	<input type="checkbox"/> To what extent can individuals influence the economy?
	<input type="checkbox"/> What external forces influence economic change?
	<input type="checkbox"/> How do individuals deal with economic change?
	Worth being familiar with (Water)
<input type="checkbox"/>	

Knowledge Objectives:	
A centrally planned economy was the vehicle for economic growth in the former Soviet Union.	
<p>The physical environment provides opportunity and at the same time imposes limitations. Concept: geography</p>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> location, landforms, bodies of water, climate, vegetation, natural resources, size, population distribution
	Important to know and be able to do (Sand)
	<input type="checkbox"/>
	Worth being familiar with (Water)
	<input type="checkbox"/>

Knowledge Objectives:	
A centrally planned economy was the vehicle for economic growth in the former Soviet Union.	
Significant change results from industrialization. <i>Concept: industrialization</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> 1917 Revolution (causes and results)
	<input type="checkbox"/> economic planning <ul style="list-style-type: none"> • New Economic Policy—Lenin • Collectives • Five-Year Plans—Stalin • Planning—Post-Stalin
	Important to know and be able to do (Sand)
	<input type="checkbox"/>
Worth being familiar with (Water)	
<input type="checkbox"/>	

Knowledge Objectives:	
A centrally planned economy was the vehicle for economic growth in the former Soviet Union.	
In a centrally planned economy, land, labour and capital are controlled by government. <i>Concept: centrally planned economy</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> scarcity
	<input type="checkbox"/> factors of production
	<input type="checkbox"/> role of government
	<input type="checkbox"/> role of consumers
	<input type="checkbox"/> role of labour
	<input type="checkbox"/> centralization
	<input type="checkbox"/> beliefs/values
	Important to know and be able to do (Sand)
	<input type="checkbox"/>
Worth being familiar with (Water)	
<input type="checkbox"/>	

Knowledge Objectives:	
A centrally planned economy was the vehicle for economic growth in the former Soviet Union.	
I In a centrally planned economy, the quality of life is influenced by an emphasis on collectivism and public ownership. <i>Concept: quality of life</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/>
	Important to know and be able to do (Sand)
	<input type="checkbox"/> lifestyle (social, economic, spiritual, physical, etc.)
	Worth being familiar with (Water)
	<input type="checkbox"/>

Knowledge Objectives:	
A centrally planned economy was the vehicle for economic growth in the former Soviet Union.	
Economic changes occur as a result of internal and external influences. <i>Concept: economic change</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> influence of global marketplace
	<input type="checkbox"/> introduction of a modified market economy
	<input type="checkbox"/> attempts at economic reform—Gorbachev
	Important to know and be able to do (Sand)
	<input type="checkbox"/>
	Worth being familiar with (Water)
	<input type="checkbox"/>

Skill Objectives	
Process skills – Locating/Interpreting/Organizing	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Make notes (jottings, point form, webbing) that outline the main and related ideas from reading, and while listening and observing.
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Read and interpret maps to uncover relationships between geography and industrialization in the former Soviet Union.
	<ul style="list-style-type: none"> ❑ Identify and critically evaluate the relationship among the purposes, messages and intended audience of visual communications
	<ul style="list-style-type: none"> ❑ Identify possible sources and location of information (print, non-print, interviews, surveys); use the <i>Reader's Guide to Periodical Literature</i> and other indexes.
	<ul style="list-style-type: none"> ❑ Identify relationships among variables within charts, graphs and tables.
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑ Differentiate between main and related ideas.
	<ul style="list-style-type: none"> ❑ Identify points of view expressed in cartoons, pictures, photographs.
<ul style="list-style-type: none"> ❑ Acquire information to find answers to questions through listening, observing, reading and using community resources. 	
<ul style="list-style-type: none"> ❑ Identify and define topic(s). 	

Skill Objectives	
Process Skills – Analyzing/Synthesizing/Evaluating	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
	<ul style="list-style-type: none"> ❑ Draw conclusions about economic growth within a centrally planned economy.
	<ul style="list-style-type: none"> ❑ Determine values underlying a position (identify, define, describe—value priorities, value conflicts).
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Categorize information to develop concepts—geography, industrialization, centrally planned economy, quality of life, economic change.
	<ul style="list-style-type: none"> ❑ Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the former Soviet Union.
Worth being familiar with (Water)	
<ul style="list-style-type: none"> ❑ Make generalizations by stating relationships among concepts about economic growth within a centrally planned economy. 	

Skill Objectives	
Communication Skills	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Construct a time line of major events that shaped the industrial development of the former Soviet Union.
	<ul style="list-style-type: none"> ❑ Convey information, explain thoughts, feelings and ideas, and use persuasive arguments in an oral presentation, speech or debate to support a position on the quality of life in a centrally planned economy. (Use appropriate vocabulary, voice production factors, and non-verbal factors to communicate meaning and mood effectively.)
Worth being familiar with (Water)	
<ul style="list-style-type: none"> ❑ 	

Skill Objectives	
Participation Skills	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.
	<ul style="list-style-type: none"> ❑ Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
	<ul style="list-style-type: none"> ❑ Develop increased facility in communicating with others in more formal situations, such as interviews and panel discussions.
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑
	Worth being familiar with (Water)
<ul style="list-style-type: none"> ❑ 	

School: LJHS Subject: Social Studies Grade: 9
Topic B Economic Growth: A Case Study of the Former U.S.S.R.

Attitude Objectives	
Students will Be Encouraged to develop:	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> Empathy for people who have been affected by change.
	<input type="checkbox"/> Appreciation of the ways in which different economic systems meet the needs of the people.
	<input type="checkbox"/> Willingness to consider opinions and interpretations different from their own.
	Important to know and be able to do (Sand)
	<input type="checkbox"/> Appreciation of the worth of individual initiative and group effort in achieving goals.
	<input type="checkbox"/> Appreciation of the contribution of individuals and groups to improving the quality of life.
	Worth being familiar with (Water)
<input type="checkbox"/>	

Issues & Questions for Inquiry	
Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. <i>Major Issues in Italics</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> How should we respond to technological change?
	<input type="checkbox"/> To what extent should governments influence economic growth?
	Important to know and be able to do (Sand)
	<input type="checkbox"/> What are some advantages and disadvantages of continued economic growth?
	<input type="checkbox"/> In what ways can individuals influence technological change?
	<input type="checkbox"/> How is technology affecting the way people work?
	<input type="checkbox"/> How is technological change affecting the world of work?
	Worth being familiar with (Water)
	<input type="checkbox"/> In what ways can individuals influence technological change?
<input type="checkbox"/> How is technological change affecting our quality of life?	
<input type="checkbox"/> How are labour and management responding to technological change?	

Knowledge Objectives:	
Economic growth and technological change affect the quality of life.	
Technology has affected our way of life and will continue to influence our future. CONCEPTS: technology	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> Utilization • primary industries • secondary industries • tertiary industries
	Important to know and be able to do (Sand)
	<input type="checkbox"/> Implications • social • economic • political • environmental • cultural
	Worth being familiar with (Water)
	<input type="checkbox"/> innovation (robotics, computers, information revolution, genetics)

Knowledge Objectives:	
Economic growth and technological change affect the quality of life.	
In a mixed economy, economic decisions are made by both the public and private sectors. <i>CONCEPTS: mixed economy</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> scarcity
	<input type="checkbox"/> factors of production
	<input type="checkbox"/> public sector
	<input type="checkbox"/> role of business, labour, government, consumers
	<input type="checkbox"/> private sector (corporations, small businesses, cooperatives)
	Important to know and be able to do (Sand)
	<input type="checkbox"/> labour-management relations
Worth being familiar with (Water)	
<input type="checkbox"/> beliefs/values	

Knowledge Objectives:	
Economic growth and technological change affect the quality of life.	
Quality of life is affected by changes in technology. <i>CONCEPTS: quality of life</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> lifestyle (social, economic, spiritual, physical, etc.)
	Important to know and be able to do (Sand)
	<input type="checkbox"/>
Worth being familiar with (Water)	
<input type="checkbox"/>	

Skill Objectives	
Process skills – Locating/Interpreting/Organizing	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.
	<ul style="list-style-type: none"> ❑ Identify possible sources and location of information (print, non-print, interviews, surveys); use the <i>Reader's Guide to Periodical Literature</i> and other indexes.
	<ul style="list-style-type: none"> ❑ Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Read and interpret maps to uncover relationships between geography and industrialization in Canada.
	<ul style="list-style-type: none"> ❑ Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
	<ul style="list-style-type: none"> ❑ Identify relationships among variables within charts, graphs and tables.
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑ Identify points of view expressed in cartoons, pictures, photographs.
<ul style="list-style-type: none"> ❑ Differentiate between main and related ideas. 	
<ul style="list-style-type: none"> ❑ Identify and define topic(s). 	

Skill Objectives	
Process Skills – Analyzing/Synthesizing/Evaluating	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Make generalizations by stating relationships among concepts about technological change and its effect on quality of life.
	<ul style="list-style-type: none"> ❑ Determine values underlying a position (identify, define, describe—value priorities, value conflicts).
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
	<ul style="list-style-type: none"> ❑ Categorize information to develop concepts—technology, mixed economy, quality of life.
	<ul style="list-style-type: none"> ❑ Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on responding to change.
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑ Draw conclusions about technological change and its effect on quality of life.

Skill Objectives	
Communication Skills	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Construct a map of your local area to indicate the location of the various industries. Classify the industries as primary, secondary and tertiary by using a colour scheme and corresponding key.
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective essay/position paper, letter or editorial about technological change and its effect on quality of life, with more emphasis on synthesis and evaluation of information from varied sources.
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑

Skill Objectives	
Participation Skills	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Contribute to the group (leader, recorder, member) and group processes—staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.
	<ul style="list-style-type: none"> ❑ Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑

School: LJHS Subject: Social Studies Grade: 9
 Topic C Canada Responding To Change.

Attitude Objectives	
Students will Be Encouraged to develop:	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Appreciation that social issues are complex and may take time to resolve.
	<ul style="list-style-type: none"> ❑ Concern with issues of significance to the future of Canada and themselves.
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Willingness to participate responsibly in the resolution of issues.
	<ul style="list-style-type: none"> ❑ Acceptance that change is a common feature of life.
	<ul style="list-style-type: none"> ❑ An appreciation for the varied effects of economic growth on our quality of life
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑ Awareness that technology raises many ethical issues.