# Social Sciences and Humanities Planning Template

## Ideas Underlying the Social Sciences and Humanities Curriculum

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<tr>
<th>Problem Solving (PS):</th>
<th>Disciplined Inquiry and Critical Literacy (DICL):</th>
<th>Understanding of Self and Others: (SO)</th>
<th>Local and Global Mindedness: (LGM)</th>
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<td>Social sciences and humanities courses require students to engage actively in solving problems confronted by individuals, families, diverse groups, institutions, and societies. The problems that students confront in these courses vary from the abstract and theoretical to the everyday and concrete. These problems are often morally and politically complex, with solutions that are sometimes controversial because they affect diverse individuals and groups differently.</td>
<td>Social sciences and humanities courses focus on the use of disciplined, structured inquiry to understand human beings, human behaviour, and human nature. These courses promote the use of reason as part of the structured inquiry process, while also recognizing the limitations of reason as a way of learning, knowing, and understanding. They encourage students to identify and question assumptions and values that underlie individual behaviour and family and social/cultural life. Developing their critical literacy skills enables students to challenge texts, reading “underneath, behind, and beyond” texts and questioning how they influence us and others and whose interests they serve.</td>
<td>Students in social sciences and humanities courses are provided with rich opportunities to enhance their self-understanding and understanding of others through an examination of their personal belief systems and also of the foundations and implications of different view-points and lived experiences of others. Through a juxtaposition of their own perceptions, attitudes, values, and beliefs with those of others, students develop an understanding and appreciation of the contexts through which their own and others’ world views are formed.</td>
<td>Social sciences and humanities courses develop students’ awareness that people do not live in isolation; each person affects and is affected by his or her social, cultural, economic, and environmental context. Students examine the norms underlying different familial, societal, institutional, and cultural practices. Students are encouraged to be mindful of their responsibilities with respect to the environment and of the importance of making morally and ethically responsible decisions. Students explore how theories and concepts can influence social action, and how such action can affect the well-being of individuals, families, and communities throughout the world.</td>
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## What is the Problem?

What is food security and how can communities support their members to be more food secure?

## Strand A: Which Research and Inquiry Overall Expectation (s) will be assessed? (Select up to two Overall Expectations)

- **A1. Exploring:** Explore topics related to food and nutrition and formulate questions to guide their research
- **A2. Processing Information:** Assess, record, analyse and synthesize information gathered through research and inquiry

## Content Strands: Which “Content Strand” Overall Expectation (s) will be assessed? (Select up to two Overall Expectations)

- **C2 Influences on Food Choices:** demonstrate an understanding of various factors that influence food choices
- **D3 Food Security:** Demonstrate an understanding of issues related to food security
**Learning Goals: We are learning to:**
- explain the components of food security and apply them to real world scenarios (SO; LGM)
- conduct effective research about local community programs to determine how they meet community needs (DICL)

**Possible Tasks: What will students say/do?**
- Students will read and compare different definitions of food security to gain an understanding of the components of food security. In groups they will create mind maps/Frayer models relating to food security that explain the components of food security in their own words.
- Students will apply their understandings of the components of food security to evaluate different scenarios that describe individuals and families who may or may not be food secure.
- Students will then brainstorm possible community-based solutions to local food security issues, considering the components of food security.
- They will research one community-based program whose purpose is to address local food security issues. They assess the program considering the extent to which the program addresses at least one component of food security. Students will prepare a descriptive assessment of the program (e.g., poster, brochure, digital presentation etc.).
- Students will do a gallery walk of all of the descriptive assessments of the programs and assess them against the components of food security.
- Each student will complete a reflection in which they select two local programs described in the gallery walk which they believe address the components of food security most effectively.

**Success Criteria: How will you know they know it? Can do it?**
- Students will effectively apply the components of food security when assessing case studies of food insecure individuals and families
- Students will formulate effective questions to structure their research about community based programs (e.g., the questions will be focused on the components of food security)
- Students will locate and select relevant information that effectively addresses their research question about local community based programs
- Students will effectively apply their understanding of the components of food security when assessing local community programs.