



North Vancouver Online Learning

Course Plan: Explorations in SOCIAL STUDIES 11

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COURSE DESCRIPTION:

Explorations in SS11 is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document for **SS11** please go to [Building Student Success - B.C. Curriculum](#)

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding. The following are sample of SS11 Big Ideas that are included in the course; there are 14 listed in the curriculum for SS11.

Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples (from B.C. First Peoples 12).

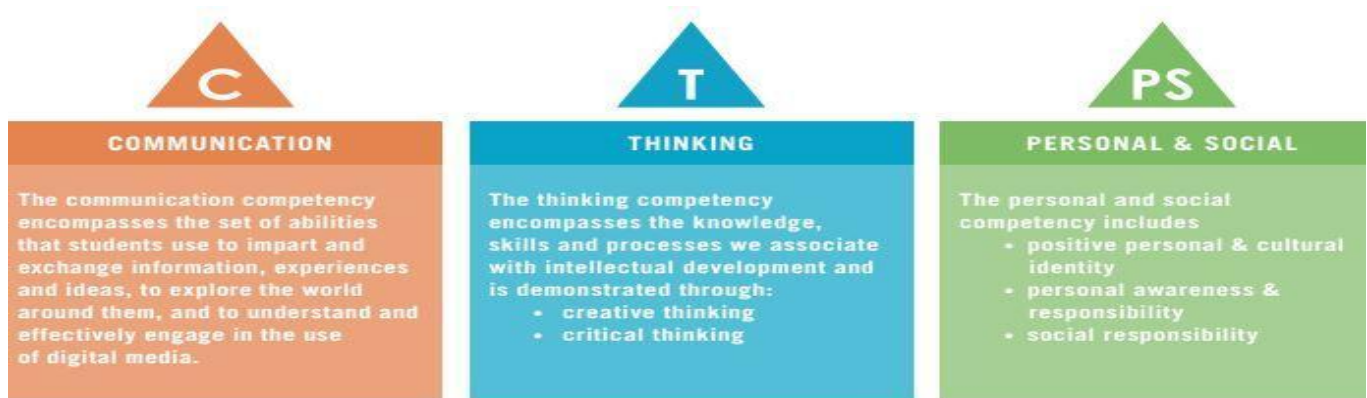
Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures (from Comparative Cultures 12).

Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography 12).

Understanding how political decisions are made is critical to being an informed and engaged citizen (from Political Studies 12).

CORE COMPETENCIES

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Brightspace message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

- Use social studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
- Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)

- Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)

Introduction Unit - Assignment: First Peoples Principles of Learning will cover the following Learning Outcomes (Curricular Competencies)

- Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)
- Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)

These are 2 of the 7 learning outcomes in the course curriculum, which comprises 29% of the course Learning Outcomes/Activities. (2/7= 29%)

LEARNING STANDARDS: Course Content

*Students are expected to know **at least three** of the following:*

- *social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)*
- *colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)*
- *current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)*
- *natural resource use and local, regional, national, or global development (adapted from Human Geography 12)*
- *economic development in Asia (adapted from Asian Studies 12 – 1850-present)*
- *systems of power and governance in global cultures (adapted from Comparative Cultures 12)*
- *diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12)*
- *rights of individuals in Canada (adapted from Law Studies 12)*
- *representations of natural and human-made phenomena (adapted from Physical Geography 12)*
- *methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)*
- *fundamental nature of knowledge, existence, and reality (adapted from Philosophy 12)*
- *sacred texts, traditions, and narratives of cultures (from Comparative World Religions 12)*
- *contemporary theories of money and investment (adapted from Economic Theory 12)*
- *recognition of and responses to genocide (from Genocide Studies 12)*
- *global issues in urbanization (adapted from Urban Studies 12)*

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 – BC First Peoples

In this unit, students will be learning about the peoples have historically occupied territories we call British Columbia. Students will examine the distinct customs and traditions on indigenous communities; the languages and dialects and the ethnic and cultural ties between communities.

Big Idea: Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples (from B.C. First Peoples 12).

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities

Unit 2 – Law Studies

In this unit, students will be learning about the underlying concepts of Canadian law. This unit has been designed to teach students the underlying concepts regarding Canadian law with which every Canadian citizen should be familiar. It is far from exhaustive but forms a solid foundation upon which students can build further understanding.

Big Idea: The development of political institutions is influenced by economic, social, ideological, and geographic factors.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is embedded in memory, history, and story.

Unit 3 - Physical Geography,

Students will learn about the Earth's diverse biomes and the effects on human activities on them. Students will also learn about the four features of land biomes: climate, soil, vegetation and living organisms. Students will analyze the ways in which human activities are having serious impacts on these biomes; the difference between climate and weather and why this distinction is so important when it comes to discussing climate change.

Big Idea: Physical features and natural resources influence demographic patterns and population distribution.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities and learning is embedded in memory, history and story.

Unit 4 – World History

Students learn about some of the major developments of the 20th century which led to the proliferation of communication and transportation technologies. Students will be asked to think about the profound changes to which these progressions led, how societies organized themselves differently and how people took on new identities.

Big Idea: The rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities (adapted from 20th Century World History 12).

Core Competency: *Personal and Social*

First Peoples Principle of Learning: Learning requires exploration of one's identity.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings
 - Presentations using a variety of tools (PowerPoint, Prezi etc)

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

Formative:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative:

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Assignments	20
Learning Guides	20
Quizzes	10
Unit Projects	30
Unit Tests	20
<i>Course Total</i>	100

RESOURCES:

Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The OL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.