

Course: Explorations in Social Studies 11

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Course Description:

Inquiry Questions:

- **What are the origins and results of disparities in wealth in our modern world?**
- **How can we manage our use of the planet in a sustainable way?**
- **How do the causes of previous conflicts inform our understanding of modern conflicts?**

The course will cover three thematic units. In the first unit (from Human Geography), students will examine demographic patterns of growth, decline, and movement. In the second unit (from Physical Geography), students will examine climate, weather, and interactions between humans and the atmosphere. In the third unit (from 20th Century World History). Students will examine global conflicts, including World War I, World War II, and the Cold War. Through these investigations, students will analyze data from a variety of sources, which allows them to better understand our globally connected world.

Summer Learning Beliefs:

Summer Learning provides an engaging learning environment where all students can challenge themselves academically and fulfill their learning goals. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty policy
- adhere to the *Summer Learning* Student Engagement policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their ability
- access technology in class when instructed to do so and for learning purposes only
- challenge themselves and have fun learning

All Summer Learning policies can be accessed at:

<https://www.sd44.ca/school/summer/policies/Pages/default>.

Learning Plan:

	Evidence of Learning (Assessment)	Learning Plan
80%	<ul style="list-style-type: none"> • in-class writing • creation of notes • creation of graphics • quizzes • tests • presentations • class discussions 	<p><i>What students will know:</i></p> <ul style="list-style-type: none"> • Demographic patterns of growth, decline, and movement. • Industrialization, trade, and natural resource demands. • Climate, weather, and interactions between humans and the atmosphere. • Natural resources and sustainability. • The rise and rule of authoritarian regimes. • Global conflicts, including World War I, World War II, and the Cold War. <p><i>What students will do:</i></p> <ul style="list-style-type: none"> • Assess the interpretations of geographic evidence after investigating points of contention, reliability of sources, and adequacy of evidence (evidence and interpretation). • Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments). • 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). <p><i>What students will understand:</i></p> <ul style="list-style-type: none"> • Analyzing data from a variety of sources allows us to better understand our globally connected world. • Human activities and resource use affect the environment. • Nationalist movements can unite people in common causes or lead to intense conflict between different groups.
20%	A final examination will assess the student’s ability to discuss the concepts covered using the course content.	
100%		

Grade Boundaries:

An “A” student will/can...

- Consistently produce high-quality, frequently innovative work. Communicate comprehensive, nuanced understanding of concepts and contexts.
- Consistently demonstrate sophisticated critical thinking.
- Frequently transfer knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
- Demonstrate the ability to evaluate a topic and develop a well-structured considered argument that considers different perspectives on an issue.

A “B” student will /can ...

- Consistently produce high-quality work.
- Communicate comprehensive understanding of concepts and contexts, and consistently demonstrate critical thinking skills.
- With some support, transfer knowledge and skills in a variety of classroom and real-world situations.
- Demonstrate the ability to assess a topic and develop a well-structured considered argument on an issue.

A “C” student will /can ...

- Produce work of an acceptable quality, communicating a general understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps.
- Begin to demonstrate some basic critical thinking.
- Be inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
- Demonstrate the ability to identify the issues involved in a topic and develop a response.

Celebration of Learning:

The 2018 Celebration of Learning is shaped around “Ways of Knowing”. The course will, at times, explicitly evaluate the process of reasoning behind developing explanations of patterns and events.

Our class will collaborate to create one Pecha Kucha presentation. A Pecha Kucha presentation uses imagery and spoken word. Each student is responsible for preparing 3 slides of images and 30 seconds of spoken content about the ways in which we know.

Resources:

Resources
<ul style="list-style-type: none">• Students will use a variety of online sources and teacher provided materials.• No textbook is required.• A laptop or tablet is recommended but not required.