

Course: Social Studies 10

Teacher: Mike Forsyth

Contact information: mforsyth@sd44.ca

Course Website: mforsythblog.wordpress.com

Course Description:

The overarching goal of Social Studies 10 is to develop thoughtful, responsible, and active citizens, who are able to gather the necessary information to consider multiple perspectives. Students will be required to make reasoned ethical judgements about actions in the past and present, and to determine appropriate ways to remember and respond.

Social Studies 10 can be broadly described as a history of Canada and the world, from 1914 to the present. Students will be provided with the opportunity to examine historical and contemporary social, cultural, political, legal, economic, and environmental issues. There will be a focus on the development, structure, and function of Canadian and other political institutions, including First Peoples governance. Central themes include discriminatory policies and injustices in Canada and the world, as well as international conflicts such as WWII, and the Cold War. Throughout the course we will examine Canadian autonomy and changing perceptions of identity in Canada.

Throughout Summer Learning students will endeavor to answer the following inquiry questions:

- **How have global events of the 20th Century affected Canada?**
- **What role has Canada played in impacting major global events of the 20th Century?**

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%	<p>Canada, the showcase of inclusivity?</p> <p>Does where we live shape how we are governed?</p> <p>The 20th Century has been a crucible of fire for Canada and the world.</p> <p>Evidence of student’s understanding of the guiding questions/statements above will be shown through various techniques including but not limited to; formative assessment, discussion questions, assignments, quizzes, written pieces and tests.</p>	<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • government, First Peoples governance, political institutions, and ideologies • the factors that influence political institutions within a nation • how injustice affects our sense of Canadian national identity • domestic and international conflicts and co-operation • Canadian autonomy & identities • discriminatory policies and injustices in Canada and the world • advocacy for human rights <hr/> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. • Compare and contrast continuities and changes for different groups at particular times and places. • Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences. • Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond. • Demonstrate how power & change have shaped a country or region’s national & international identity. <hr/> <p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. • The development of political institutions is influenced by economic, social, ideological, and geographic factors. • Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

20%	There will be a summative test through which students will show their skill and understanding of how the events of the 20 th Century have shaped Canada and our role in the world into what it is today.
100%	

Grade Boundaries:

An “A” student will/can...

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. The ability to evaluate a topic and develop a well-structured considered argument that demonstrates different perspectives on an issue.

A “B” student will /can ...

Consistently produce high-quality work. Communicate comprehensive understanding of concepts and contexts. Consistently demonstrate critical thinking. With some support transfer knowledge and skills with skill in a variety of classroom and real-world situations. 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. Communicate basic 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. 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”.

Humans acquire knowledge through a number of different ways, such as: language, reason, emotion, sense perception, imagination, intuition, and memory. For example, in the study of history, we use both memory and emotion to examine the causes of social injustice and the lasting impacts that it has upon our society.

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"> Selected readings and other print resources provided by Mr. Forsyth
<ul style="list-style-type: none"> Mr. Forsyth’s blog – mforsythblog.wordpress.com
<ul style="list-style-type: none"> “Counterpoints”