

Course: Explorations in Social Studies 11

Teacher Name: Kit Bjornson

Contact information: kbjornson@sd44.ca

Website information: kbjornsonblog.wordpress.com

Course Description:

The course will cover three thematic units. In the first unit (from Human Geography 12), students will examine demographic patterns of growth, decline, and movement. What are the origins and results of disparities in wealth in our modern world? In the second unit (from Physical Geography 12), students will examine climate, weather, and interactions between humans and the atmosphere. How can we manage our use of the planet in a sustainable way? In the third unit (from 20th Century World History 12), students will examine global conflicts, including World War I, World War II, and the Cold War. How do the causes of previous conflicts inform our understanding of modern conflicts? 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>.

Course Syllabus:

Curricular Competencies	<p>What the students will do:</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)
Summative Assessments	<p>What the students will understand:</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
Content	<p>What the students will know:</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

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 2019 Celebration of Learning is shaped around “Connections”.

Making conceptual connections is at the heart of all three units in the course. The Human Geography and Physical Geography units combines element of science and current events. Students are asked to apply their knowledge of the content explored and their critical thinking skills to new and often unfamiliar tasks: interpreting data, identifying trends, hypothesizing explanations and answering their own research questions. The History unit asks them to make connections between causes and consequences of conflict and compare and contrast events in the past to current issues and problems.

Resources:

Text- Counterpoints
Online resources