

Course: Social Studies 10

Teacher Name: Vincent Martin

Contact information: vmartin@sd44.ca

Website information: www.vpmartin.weebly.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 the study 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 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 influencing 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>

Course Syllabus

<p>Curricular Competencies</p>	<p>What the students will do:</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 • Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) • Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (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 influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) • Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective) • Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)
<p>Summative Assessments</p>	<p>What the students will understand:</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. • Worldviews lead to different perspectives and ideas about developments in Canadian society. • Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

<p>Content</p>	<p>What the students will know:</p> <ul style="list-style-type: none"> • government, First Peoples governance, political institutions, and ideologies • environmental, political, and economic policies • Canadian autonomy • Canadian identities • discriminatory policies and injustices in Canada and the world • advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission • domestic conflicts and co-operation • international conflicts and co-operation
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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".

As part of the learning process in this class we will be exploring questions of inquiry. To encourage our inquisitive minds we will be making connections between big ideas in social studies and our daily lives. Students will endeavor to investigate one or more of our 2019 Summer Learning themes and connect their topics to issues that resonate in our community.

During the Celebration of Learning students will complete a connections card highlighting their work on this project and share it with our learning community.

Resources:

Selected readings and websites posted by Mr. Martin
Course Website (listed above)
Counterpoints Textbook