



Course: Explorations in Social Studies 11

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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 Human Geography 12), students will examine the global patterns of food and health. How can we explain the patterns and variations in human health across the globe?

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:

Conceptual Understandings	Curricular Competencies	Content	Assessment performance task, project, essay, presentation, test, etc.
Changing Populations: <ul style="list-style-type: none"> • Demographic patterns and population distribution are influenced by physical features and natural resources. 	<ul style="list-style-type: none"> • Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions 	<ul style="list-style-type: none"> • Demographic patterns of growth, decline, and movement 	<ul style="list-style-type: none"> • Complete questions and assignments • Present research and ideas in a variety of contexts- both formal and informal • Create textual and visual

	<ul style="list-style-type: none"> Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place) 		<p>representations of concepts</p> <ul style="list-style-type: none"> Participate in discussions- individual and group
<p>Global Climate Change:</p> <ul style="list-style-type: none"> Human activities alter landscapes in a variety of ways. Demographic patterns and population distribution are influenced by physical features and natural resources. 	<ul style="list-style-type: none"> Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments) 	<ul style="list-style-type: none"> Industrialization, trade, and natural resource demands Climate, weather, and interactions between humans and the atmosphere Natural resources and sustainability 	
<p>Global Food and Health:</p> <ul style="list-style-type: none"> Analyzing data from a variety of sources allows us to better understand our globally connected world. 	<ul style="list-style-type: none"> Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments) 	<ul style="list-style-type: none"> 	

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.

Resources:

Resources
Teacher created resources shared through Teams
Online resources
Access to Word, PowerPoint and Excel helps but not required