

**Course:** Social Studies 11 Explorations

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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/About/Pages/default.aspx#/=>

Course Syllabus:

Unit and Essential Questions	Content	Curricular Competencies	Assessment Task
<p>1 Changing Populations What are the origins and results of disparities in wealth in our modern world?</p>	<ul style="list-style-type: none"> <li>• Demographic patterns of growth, decline, and movement</li> <li>• Industrialization, trade, and natural resource demands</li> </ul>	<ul style="list-style-type: none"> <li>• Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions</li> <li>• Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)</li> <li>• Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)</li> <li>• Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete questions and assignments</li> <li>• Present research and ideas in a variety of contexts - both formal and informal</li> <li>• Create textual and visual representations of concepts</li> <li>• Participate in discussions- individual and group</li> </ul>
<p>2 Global Climate Change How can we manage our use of the planet in a sustainable way?</p>	<ul style="list-style-type: none"> <li>• Climate, weather, and interactions between humans and the atmosphere</li> <li>• Natural resources and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions</li> <li>• Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)</li> <li>• Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)</li> <li>• Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete questions and assignments</li> <li>• Present research and ideas in a variety of contexts- both formal and informal</li> <li>• Create textual and visual representations of concepts</li> <li>• Participate in discussions- individual and group</li> </ul>
<p>3 The Geography of Food and Health How can we explain the patterns and variations in human</p>	<ul style="list-style-type: none"> <li>• Variations in human health across the globe</li> </ul>	<ul style="list-style-type: none"> <li>• Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Complete questions and assignments</li> <li>• Present research and ideas in a variety of contexts- both formal and informal</li> </ul>

health across the globe?		<ul style="list-style-type: none"> <li>• Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)</li> <li>• Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments)</li> <li>• Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)</li> </ul>	<ul style="list-style-type: none"> <li>• Create textual and visual representations of concepts</li> <li>• Participate in discussions- individual and group</li> </ul>
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Grade Descriptors:

“A” quality evidence of learning...

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.

“B” quality evidence of learning...

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.

“C” quality evidence of learning...

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
Online; Teams
Planet Geography, Stephen Codrington

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, on whose unceded traditional territory the North Vancouver School District resides. We value the opportunity to learn, share and grow on this traditional territory.