

Course: Social Studies 10

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Course Description:

Welcome to your online Social Studies 10 course in Summer Learning! 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. We will primarily focus on development, structure, and function of Canadian government and other political institutions. Some central themes include past and present discriminatory policies and injustices in Canada and the world, as well as international conflicts such as WWII, and the Cold War.

By the end of this course, we hope to develop thoughtful, responsible, and active citizens, who can consider multiple perspectives to inform their own decisions. Students will be required to make reasoned ethical judgements about actions in the past and present, and to determine appropriate

As you know, summer learning happens on a much shorter timeline than usual; what you might usually learn in a matter of months, we are trying to learn in mere weeks! The solution to this is to focus on learning concepts rather than 100 years of facts. The BC Ministry of Education outlines the following 4 “big ideas” as the most important concepts a grade 10 student should learn:

- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
- Worldviews lead to different perspectives and ideas about developments in Canadian society.
- 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.

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 engage 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#/="](https://www.sd44.ca/school/summer/About/Pages/default.aspx#/=)

Course Syllabus:

Topic	Essential Questions	Content	Curricular Competencies	Assessment Task
1. Politics and Government (July 2 nd -7 th)	<ul style="list-style-type: none"> • Should the electoral system in Canada be reformed? • To what extent do citizens influence the legislative process? 	<ul style="list-style-type: none"> • Systems of government • Political ideology & political spectrum • Election Process 	<ul style="list-style-type: none"> • Significance • Continuity & Change 	<ul style="list-style-type: none"> • Create a political party that shares your political beliefs • Campaign to voters your party philosophy and vision through a presentation
2. Conflict & Ideology (July 8 th -20 th)	<ul style="list-style-type: none"> • How did Canada become a middle power? • What is our responsibility to the global community? 	<ul style="list-style-type: none"> • Canadian identities • Canadian autonomy • international conflicts and co-operation 	<ul style="list-style-type: none"> • Evidence • Cause & Consequence • Perspective • Ethical Judgement 	<ul style="list-style-type: none"> • Write an essay discussion Canadian Autonomy and Identity • Analyze Canada's role in the great international conflicts of the 20th Century
3. Canadian Identity & Social Justice (July 21 st -29 th)	<ul style="list-style-type: none"> • Whose stories are told and whose stories are missing in the narratives of Canadian history? 	<ul style="list-style-type: none"> • Discriminatory policies & injustices in Canadian history • Indigenous history 	<ul style="list-style-type: none"> • Ethical Judgement • Perspective • Significance 	<ul style="list-style-type: none"> • Complete a timeline of conflicts between the Canadian Government and minority groups in Canada • Analyze and develop ways in which Canadians can move forward with Reconciliation with Indigenous Peoples

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
Counterpoints Textbook (given out in class)
Access to internet through a laptop, phone or tablet.

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.