



# north vancouver

## Distributed Learning School

### Course Plan: SOCIAL STUDIES 10 - Canada and the World: 1914 to the Present

#### COURSE DESCRIPTION:

**SOCIAL STUDIES 10 - Canada and the World: 1914 to the Present** is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document for **SS10** please go to <https://curriculum.gov.bc.ca/curriculum/social-studies/10/>

#### BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.

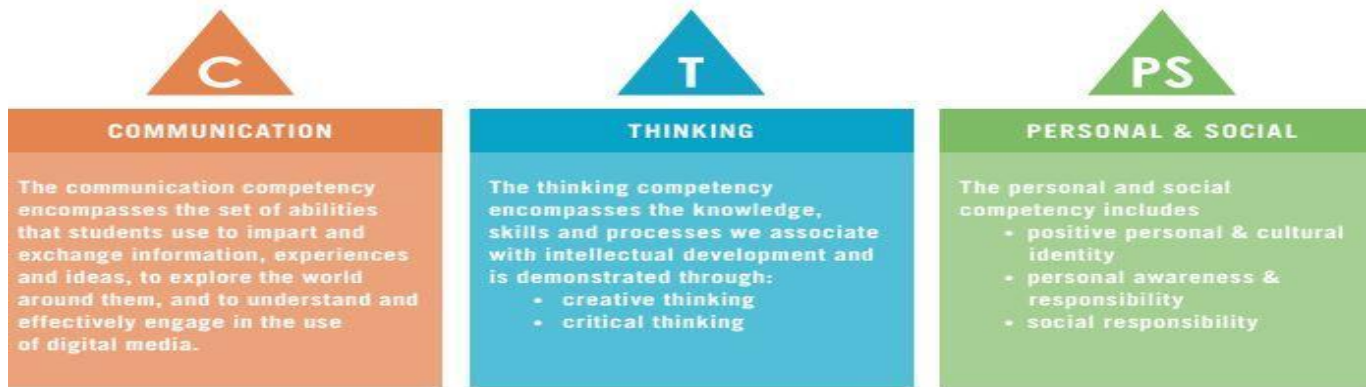
The development of political institutions is influenced by economic, social, ideological, and geographic factors.

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.

#### CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



### **COURSE EXPECTATIONS:**

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

### **LEARNING STANDARDS: Curricular Competencies**

- 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, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (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 affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)

**Unit – Introduction Immigration in Canada will cover the following Learning Outcomes (Curricular Competencies)**

- Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- 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)

**These are 2 of the 7 learning outcomes in the course curriculum, which comprises 29% of the course Learning Outcomes/Activities. (2/7= 29%)**

**LEARNING STANDARDS: Course Content**

*Students are expected to know the following:*

- 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, including residential schools, the head tax, the *Komagata Maru* incident, and internments
- advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
- domestic conflicts and co-operation
- international conflicts and co-operation

**UNIT OVERVIEWS AND LEARNING ACTIVITIES:**

**Unit 1 – Canada on the international stage**

In this unit, students will be learning about the history of Canada as an independent nation from the beginning of World War I right up until the early 21st century. Since Canada's Confederation in 1867, we have maintained strong ties to Britain. In 1914, when war broke out in Europe, as soon as Britain was at war, Canada was also. You will learn about how Canada played a major role in building planes and training pilots when aircraft technology was in its infancy. The 20th century, for Canada, was a coming of age story. This is where we began to assert our independence from colonial Europe. As our political alliances shifted from Britain to the US so did our trade agreements. By the beginning of this century, we came to be known for our strong democratic principals, our leadership, high standard of living, multicultural society and strong, stable economy.

**Big Idea:** Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning involves generational roles and responsibilities

## **Unit 2 – Political and Economic Systems**

In this unit, students will be learning about how Canadians govern themselves based on a parliamentary system that we inherited from the British. Students will read about how the economy of Western Canada developed, founded on our abundant natural resources. Students will see how infrastructure such as ports and railways were essential to building the economy of BC. You will study the various regions of our province. Lastly, students will look at how our economy has changed in the past fifty years and you will be asked to ponder where it might be headed.

**Big Idea:** The development of political institutions is influenced by economic, social, ideological, and geographic factors.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning is embedded in memory, history, and story.

## **Unit 3 - Chinese Canadian Legacies in BC**

This unit follows Bamboo Shoots: Chinese Canadian Legacies in BC is the result of an educational legacy initiative following the May, 2014, BC government's formal apology for historical wrongs committed against BC's Chinese Canadian community. Prior to the formal apology, consultation forums were held with representatives of Chinese Canadian communities across the province. Community representatives commented on the wording and delivery of the apology, and offered suggestions and advice on legacy efforts resulting from the apology.

**Big Idea:** Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning involves generational roles and responsibilities and learning is embedded in memory, history and story.

## **Unit 4 - 'Canadian Culture and Identity'**

In this unit, you will be looking at what it is that makes Canadians who we are. Students will learn how Canada wasn't always the welcoming multicultural nation that we are known to be now. Students learn how to look at history without judging the characters of the past. Students will learn how to ask questions that will allow you to understand what motivated people to act the way that they did and also be given some context to understand the steps that got us to where we are today.

**Big Idea:** Worldviews lead to different perspectives and ideas about developments in Canadian society.

**Core Competency:** *Personal and Social*

**First Peoples Principle of Learning:** Learning requires exploration of one's identity.

## **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
  - Essay/multi-paragraph writing
  - Paragraph writing
  - Verbal speeches/marketing ideas
  - Projects using a variety of technology
  - Podcasts, digital recordings
  - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)

**ASSESSMENT:**

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsd44curriculumhub.ca/assessment/>

**Formative:**

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

**Summative:**

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

**EVALUATION:**

Based on performance standards and criteria as outlined in each assignment:

<b>Evaluation</b>	<b>Percentage of Final Mark</b>
Introductory Unit - Substantive Assignments	5
Assignments	35
Quizzes	15
Unit Projects	25
Unit Tests	20
<b><i>Course Total</i></b>	<b>100</b>

**RESOURCES:**

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.