

Social Studies 10

Course Outline: 2018-19

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The Social Studies 10 course focuses on Canada in the twentieth century. Social Studies 10 requires the student to read, analyze, and evaluate information and apply learned skills. It will further develop the student's reading and writing skills and will strive to improve research skills as well. Sources of material will vary from the text, Canadian Issues, to atlases, to library resources, including periodicals, to internet sources, etc.

For some, history is simply a study of humanity's follies and misdeeds. But the study of the past is essential to understanding who you are, why you believe the things you do, why humankind now is such as it is, why Canada is one of the greatest nations on earth. We study the past to learn from the mistakes, dead ends, disasters and successes of our forefathers (and foremothers!) The past teaches us what works and what does not, and understanding it can set students of history on the path to success in their futures.

Themes of Social Studies 10:

- 1. Skills and Processes*
- 2. Social Skills*
- 3. Cultural Issues*
- 4. Political Issues*
- 5. Legal Issues*
- 6. Economic Issues*
- 7. Environmental Issues*

Units of Study from Canadian Issues

Unit Two: From Boom to Bust. 1921-1930

Unit Three: The Depression Years. 1931-1940

Unit Four: Coming of Age. 1941-1950

Unit Five: The New Suburban Society. 1951-1960

Unit Six: Changing Times. 1961-1970

Unit Seven: Emerging Trends. 1971-1980

Unit Eight: Shifting Currents. 1981-1990

Unit Nine: A New Millennium. 1991-2000

Unit Ten: Contemporary Canada, 2001 →

Unit Eleven: Canada in the World Community

Grades and Mr. Hanson's Philosophy on ...

Evaluation

1. Marks

Grade Equivalent	A	86 – 100%	
	B	73 – 85%	
	C+	67 – 72%	
	C	60 – 66%	
	C-	50 – 59%	
	I	In Progress	Given when a grade can not accurately be determined due to incomplete work or poor attendance.
	F	O – 49%	Fail

2. Your achievement will be determined on the following:

- i. Quizzes and tests 30%
- ii. Assignments* 70%

Assignment marks, depending of the nature of the assignment, will most often be based on assessment rubrics that outline basic requirements for each type of assignment.

I will expect to see regular progress in the quality of products you submit. With that in mind, if you improve throughout the semester, I will only count the later assignments that show the growth in your skills when determining your letter grade. Likewise, if your quiz or tests scores improve, I will count those scores which I feel best reflect your ability and commitment to excellence.

Assessment:

Assessment of student progress will be done in a variety of methods. It will be my objective to provide a choice of assignments to you. This ideally will allow you to select assignments or activities that best meet your learning styles and to choose the format to present your learning. For example, you might have the option of doing a report or a play on a given topic. If you learn best by being active, by moving, by using hands, facial expressions, acting, you might decide to compose and present a play that expresses the intended learning outcomes for that subject. Or, on the same topic, you might prepare a series of sketches, cartoons, posters to demonstrate your grasp of the concepts and information involved.

The teacher may return assignments to the you that he believes does either not meet the criteria of the assignment, is not to standard for your grade level, or is not to standard for you. I expect you to submit the best product you can. There will be no settling for poor quality work.

*Assignments are expected to be submitted on time. No assignment will be accepted after the final deadline of the Friday of the week following the due date. If a student does not submit the assignment by the final deadline, a "0" will be assigned. The student will then have the opportunity to devise and submit an assignment that meets the learning intentions of the original assignment.

Big Ideas

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.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></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 (evidence) • Compare and contrast continuities and changes for different groups during this period (continuity and change) • Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (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) • Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) • Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • development, structure, and function of Canadian and other political institutions, including First Peoples governance • political and economic ideologies and the development of public policy • changing conceptions of identity in Canada • Canadian autonomy • domestic conflict and co-operation • discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments • international conflicts and co-operation • human–environment interaction • economic development and Canada’s role in a global economy • truth and reconciliation in Canada