

Course Outline

Socials 10

Required Materials:

- ❖ 1 ½ or 2 inch, 3 Ring Binder
- ❖ 3 hole punched lined paper
- ❖ 3 hole punched graphing paper
- ❖ Binder dividers for each unit (8 total)
- ❖ Pencil, eraser, blue or black pen, red pen, ruler, highlighters.

Course Topics:

- Unit 1: Canada and it's Government
- Unit 2: WW1
- Unit 3: 1920's
- Unit 4: 1930's
- Unit 5: WW2
- Unit 6: 1945-1982
- Unit 7: 1982-Present

Policies & Expectations:

PUNCTUALITY: Please arrive before the bell so that you have time to prepare your materials for class.

1. First Offense = Warning
2. Second Offense = Detention
3. Third Offense = Phone call home

ATTENDANCE: Missing a day can quickly put you behind in your classwork. It is important that you attend all classes unless there is a reasonable personal or medical excuse. Please inform me well in advance if you know you will not be able to attend a lesson. It is your responsibility to catch up on missed work if you are absent.

ILLNESS: DO NOT come to school if you experience any symptoms of illness. If you are experiencing any signs of illness, please inform me *right* away so that I can alert the proper authorities. This is for the health and safety of our class and everyone in our community.

CELLULAR DEVICES: Cell phones are to be turned off and stored in your backpack at all times during class, unless otherwise directed.

- First Week Offence = Warning
- After First Week = Confiscation
- Frequent Offences = Phone call home

FOOD/DRINK: Food and drink are NOT permitted in the classroom. Water in a re-sealable container is acceptable.

ASSIGNMENTS: Assignments are to be submitted by the specified due date. Extensions on assignments will be provided on a case-by-case basis. You must talk to me at least 24 hours before the due date in order to be given an extension.

ASSESSMENTS: Please do not miss unit test days. This is an incredible inconvenience for me. Please inform me well in advance if you know that you will be unable to attend a test day.

CHEATING: No warnings. First offense will result in a phone call home and referral to the office.

Assessment Practices:

You will be graded according to course specific standards and the proficiency scale indicated below.

To successfully pass the course your achievement must *surpass* an Emerging level.

Your final grade will be determined by the accumulation of learning that you demonstrate throughout the course. Class activities, assignments, quizzes, and tests will inform your proficiency level.

| PROFICIENCY LEVEL → | | | |
|---|--|--|--|
| Emerging | Developing | Proficient | Extending |
| •The student is beginning to demonstrate basic knowledge in relation to the learning standards •Works with ongoing support | •The student demonstrates some knowledge in relation to the learning standards •Works with some support | •The student demonstrates good knowledge in relation to the learning standards •Works independently | •The student demonstrates knowledge beyond the learning standards •Works independently and can support the learning of others |
| "I am just getting started." "I learn best with help." | "I get some of it." "I am beginning to do more and more on my own." | "I get it." "I can do it on my own." | "I get it and go beyond what is expected of me." "I can teach it to a friend." |

Curriculum:

BIG IDEAS: The curricular "Big Ideas" in Social Studies 10 outline the overarching themes that students will explore and conceptualize. Students should expect to understand the following:

- ❖ 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.
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CURRICULAR COMPETENCIES: The curricular competencies are integrated through classroom activities and assignments. They highlight what students are expected to do throughout the course.

- ✓ 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, including data (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 influence events, decisions, or developments, and analyze multiple consequences (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)
- ✓ Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond

CONTENT COMPETENCIES: The content competencies are what students are expected to know by the end of the course.

- ✓ Government, First Peoples governance, political institutions, and ideologies
- ✓ Environmental, political, and economic policies
- ✓ Canadian autonomy
- ✓ Canadian identities
- ✓ Residential schools and other discriminatory policies and injustices against First Peoples in BC and Canada
- ✓ Discriminatory policies and injustices in Canada and the world, including the head tax, the Komagata Maru incident, racial segregation and the destruction of Hogan's Alley, and the internment of Japanese-Canadians
- ✓ The Holocaust and the concept of genocide
- ✓ Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
- ✓ Domestic conflicts and co-operation
- ✓ International conflicts and co-operation

Classroom Rules:

1. Treat others as you wish to be treated.
2. Be supportive by giving others your attention when they speak. Use your hand and wait your turn to speak.
3. Be encouraging of other students' thoughts, feelings, and ideas. Be inclusive of other students during group activities.
4. Use respectful language. Use English during class time.
5. Use constructive language when providing feedback or disagreeing with other peoples' opinions.
6. Work diligently on assignments and don't distract others when they are trying to focus on their work.
7. Come to class on time so that you don't disrupt the rest of the class.
8. Come to class prepared to participate in activities and ready to contribute to discussions.
9. Hand in assignments on time.
10. Be respectful of your environment. Clean up after yourself.
11. Be accountable for your own learning. Ask for help when you need it.
12. Wash your hands and maintain appropriate hygiene.
13. Come to class with a positive attitude each day and be ready to step outside of your comfort zone.