

**Social Studies 10:
Canada and the World 1914-Present**

What are the BIG IDEAS in Social Studies 10?

Social Studies 10 provides students with opportunities to explore important issues related to Canada's evolving identity through:

- understanding various political ideologies and governance;
- becoming familiar with the rights, responsibilities, and practices of active Canadian citizenship;
- exploring Canada's role in international conflicts in the 20th & 21st century; and
- exploring national conflicts and social injustices in order to understand present-day economic, social, and environmental policies and governance.

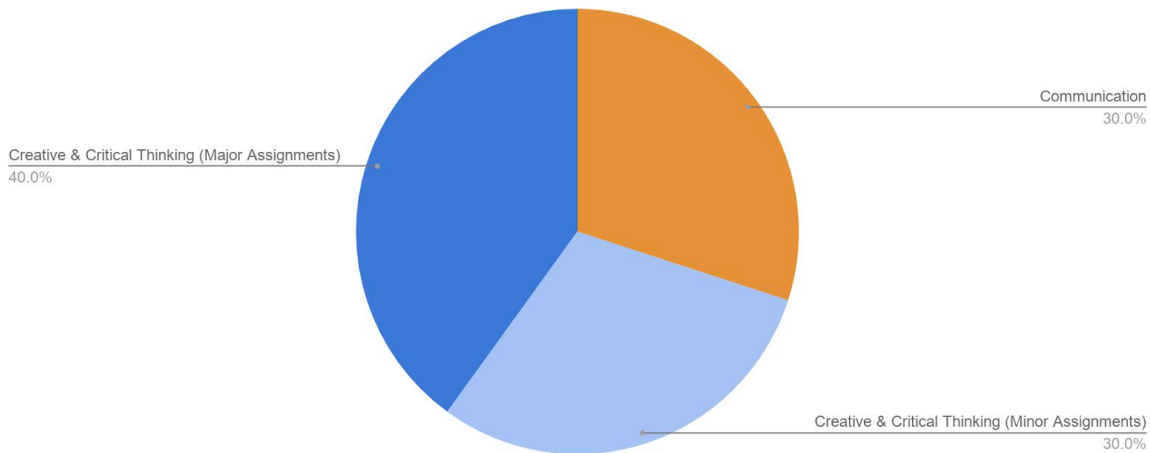
Inquiry Question: How has Canada positioned (or shaped) its identity on an international and national stage?

Thematic Units to answer the Inquiry Question:

Theme	Topics	Major Assignments
Political Ideologies & Governance	Canadian governance First Peoples governance Citizenship	Mock Election Influence Government Letter
International injustices, conflicts and cooperation	WWI Interwar Years WWII Other Armed conflicts (ie. Afghanistan; Syria)	WWI-WWII E-Log WWII Crime Wall
National injustices, conflicts and cooperation	First Peoples Francophone Women Minority groups- LGBTQ, Japanese, Chinese, Black, South Asian Poverty in Canada	Sugar Falls Canadian Human Rights Museum Project
Canadian Autonomy	Canada and USA - NAFTA Canada & Britain Canada and the World Canada and First Peoples	Essay - Growth of Canadian Autonomy
Canadian Identity	Shared collective identity Multiculturalism First Peoples Francophone	Social Action Project - With Choice of Guided Inquiry Question

Course Evaluation

The two terms are cumulative and weighted in the following way:



1. *Communication* (presentations, in-class discussions, Socratic circles, group discussion)
2. *Creative & Critical Thinking - Minor Assignments* (in-class written responses, questions, quizzes)
3. *Creative & Critical Thinking - Major Assignments* (projects, formal paragraphs, essays, and tests)

Assignments

You will receive a variety of assignments in order to express your learning and understanding in the course. Some assignments will be marked for completion while others will be marked for quality of thoughts and ideas. You will have plenty of opportunity to showcase your learning through your assignments and student-teacher conferences. All assignments will include a marking rubric, as well as self-evaluation rubrics, in order to engage in goal setting and self-regulation. If my expectations are unclear, please make sure to come see me and ask questions in order for you to be as successful as possible.

Extensions and Late Assignments

All assignments are expected to be handed in on the designated due dates. If you foresee an issue with the due date **prior to the due date**, then please come see me so that we can discuss an extension. Consequences for submitting work late without receiving an extension are as follows:

1. Work will only be accepted until I have marked and returned the assignment; after that you can no longer submit that assignment. If you would like to make up the assignment you can come talk to me about an alternative;
2. No feedback on your assignment;
3. Your effort mark may be reduced to an S or N.

Academic Dishonesty (Plagiarism)

Plagiarism in assignments includes (but is not limited to): *claiming, submitting or presenting another person's substantial contributions, assistance, edits or changes to an assignment as one's own*. As a rule, DO NOT copy someone else's work, allow someone to copy your work, or copy ideas or written work from the internet without citation. Any form of plagiarism or cheating will result in a zero, contact home, a conversation with your counsellor and / or administrator, and an N for effort mark. Further information and workshops will be given on how to appropriately cite sources and information to help you avoid this issue.

Classroom Expectations (Personal Awareness & Responsibility and Social Responsibility)

Part of building student success under BC's Core Competencies is learning key aspects of Personal Awareness and Responsibility and Social Responsibility (<https://curriculum.gov.bc.ca/competencies>). This includes accepting responsibility for your actions, learning to organize your time, advocating for your own learning, setting learning goals and priorities, and contributing positively to the classroom community (*Self-Regulation* "I can take ownership of my goals, learning, and behaviour" Personal Awareness & Responsibility, pg.3). Below are key areas in which you will be expected to demonstrate the Core Competencies of Personal Awareness & Responsibility and Social Responsibility:

Attendance

Attendance is key to success. Learning comes from participation, experience, and discussion with others. If you are absent, it is your responsibility to notify me and to catch up on work you missed. All information for the course will be on the course website: msbrownswebpage.weebly.com and on Google Classroom through your gedu account. If your absence is unexcused contact home will be made.

Classroom as a Community




- Please arrive to class on-time and ready with all your materials
- Respect your classmates and the classroom by using appropriate language and leaving the classroom tidy
- If you must leave the room (ie. bathroom), wait until there is a break in the discussion, and quietly ask. Only one student at a time.
- Food and drinks are fine as long as you clean-up after yourself, all extra garbage ends up in bins, and the food/drink doesn't become a distraction. If you are using my drink station please make sure that you clean-up after yourself and wash any mugs you borrowed.
- Cellphones are not to be used during instructional time unless otherwise indicated. If you struggle to self-regulate your cell phone usage, and it is distracting, I have a self-regulation bin and charging station where your phone can make a home during class period.

Ms. Brown
msbrownswebpage.weebly.com

Name: _____

In any case where issues arrive regarding attendance, assignments, evaluation, or classroom expectations, students will be asked to have a meeting with myself in order to discuss and create a goal-setting plan. Following the creation of this plan, parents/guardians and school counselors, will also be notified. Student's will be referred to administration if unable to meet the goals agreed upon.

Course Resources

	<p>Ms. Alexis Brown</p> <p>abrown@sd73.bc.ca</p> <p>Course Website: msbrownswebpage.weebly.com</p> <p>NorKam Secondary School</p> <p>(250) 376-1272</p>
	<p>Google Classroom</p> <p>Class Code: _____</p> <p>Sign-up with gedu account</p>
	<p>Student gedu account information</p> <p>Login: firstname.lastname@gedu.sd73.bc.ca</p> <p>Password: sd+student number (ie. sd123456)</p>

I am available for help before school and at lunch time. After school appointments must be made with me ahead of time. Please come talk to me if you are confused, overwhelmed, or just want to say hi.