

Welcome to Explorations in Social Studies 11!

Students will learn: The following core competencies will be covered throughout the year:

Communication 	Thinking 	Personal and Social 
<p>Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done.</p>	<p>Creative Thinking - Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality.</p> <p>Critical Thinking - Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.</p>	<p>Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.</p>

Explorations in Social Studies 11 is a flexible curriculum in which students and their teacher collaborate to create a program of study that is based on a selection of “big ideas” that are made available to the students, as well as the students’ interests. The “big ideas” that will be made available will delve into issues related to industrialization, cultural expressions, physical geography, political decision-making, communication technology, indigenous peoples, religion, economics, law, philosophy, social justice, urban geography, and current events.

Since this is an explorations course. I will be doing a survey to allow some voice and choice as to the topics we will cover. You will be able to select topics from within each of the senior social studies courses:

20th Century World History: Cold War focus - Some themes emerge from this era including differences between capitalism vs. communism, and democracy vs. dictatorships.

BC First Peoples: how contact and colonialism have impacted and continue to impact BC First peoples, how cultural expressions show the diversity and resilience of BC First peoples and how governance and self-determination continue to be a challenge in contemporary Canada.

Genocide Studies: Students will gain a better awareness of how “genocide” is defined and will investigate genocides such as Cambodia, Rwanda, Darfur, Bosnia-Herzegovina, the Holocaust and others.

Human Geography: strives to identify trends or patterns in these interactions. The course also examines how individuals and societies adapt to or respond to various changes, and evaluates how effective various management strategies have been.

Physical Geography: topics such as weather, climate, tectonics, natural disasters, natural resources used and global citizenship, students will examine environmental issues like climate change, protection of ecosystems, and resource management.

Law. Topics include how laws are made, how the courts work, the Charter of Rights and Freedoms, criminal law, family law, contract law, tort law and the Youth Criminal Justice Act.

Political Studies: examine contemporary and historical examples of political power and explore how ideologies, systems of government, political institutions, culture, and other factors lead to a huge range of political, economic, and social outcomes.

Assessment for assignments will be marked using a 4 point scale.

Emerging (0-59%)	Developing (60-72%)	Proficient (73-85%)	Extending (86-100%)
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning

Assessment Tools:

- All students are required to fulfill the learning outcomes to be considered to have earned a passing grade.
- Student progress will be measured in a variety of ways including, but not limited to oral presentations, quizzes, tests, short written responses, essays, reports, projects, and individual/group activities.
- Grading will be cumulative therefore term 1 will only be a snapshot of the student's final grade.
- NorKam's Effort Rubric - Please refer to the student hand book for a copy of the effort rubric.

Interventions Used

There are set due dates for assignments and sufficient time is given to complete them.

1. If students are absent for a test or in-class assignment, arrangements will be made for the student to write an alternative test or assignment at a satisfactory time as long as the absence has been excused.
2. All incomplete assignments must be completed before a report card grade can be assigned. An Incomplete Designation ("I") will be accompanied by a list of tasks and/or tests to be completed within a reasonable amount of time. If the assignments are completed satisfactorily, the "I" will be converted to a letter grade. If they are not completed satisfactorily within the time period indicated, a failing grade will then be assigned.
3. If a student has extensive knowledge of the course materials, enrichment materials will be used to supplement the students learning.

Materials Used:

1. Textbooks - Counterpoints (1st Edition) (Optional at teacher's discretion)
2. Socials 11 Workbook (Optional at teacher's discretion)
3. Online materials - via Google Classroom

Course Expectations:

To be successful in this course, there are certain things students should know and do over the course of the semester.

1. Respect yourself and all others in the classroom. Abide by classroom and school rules of conduct and behaviour. Students who interfere with the learning of others may be removed from the class.
2. Bring all required class materials. You will NOT be able to share materials and they will NOT be provided by your teacher.
3. Good attendance is crucial for success in this course and excessive absences will likely result in failure. Students are solely responsible for missed classes, assignments and work – NOT the TEACHER. A written, dated, and signed parental note must accompany any absences where a quiz, test, or assignment due date was missed. If you do not have a "buddy" in the class, get one and swap email addresses and/or telephone numbers so it is possible for you to get your work if you are away.
4. All students MUST connect to the Google classroom for this course. Assignments and any missed work will be posted there. You will also need to hand work in on Google classroom.
5. All tests will be set in a formal exam method.
6. Make sure to keep all rough copies/first drafts. Save all word-processed assignments and keep an extra hard copy. Keep all graded work until the end of the semester.

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:

Course Resources

	<p>Mrs. Rinaldi</p> <p>krinaldi@sd73.bc.ca</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>