



Mr. Mistal - [bmistal@sd73.bc.ca](mailto:bmistal@sd73.bc.ca)

Room: 210

## **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?

Curricular connection used throughout the course - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

### **Course Evaluation**

We will cover a variety of ways in which you will be able to show your understanding of the big ideas covered in class. Some options we may cover will include presentations, in-class discussions, quizzes, in-class written responses, projects, essays and tests.

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

Thematic Units to answer the Inquiry Question:

Theme	Topics	Major Assignments	Curricular Competency
Canadian Identity	Shared collective identity Multiculturalism First Peoples Francophone	Canadian Identity Poster and write up for what it means to be a Canadian	<ul style="list-style-type: none"> <li>● Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> </ul>
Political Ideologies & Governance	Canadian governance First Peoples governance Citizenship	Shipwreck Mock Election Charter Challenges	<ul style="list-style-type: none"> <li>● Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</li> <li>● Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)</li> </ul>
International injustices, conflicts and cooperation	WWI Interwar Years WWII Other Armed conflicts (ie. Afghanistan; Syria)	WWI Alliances Map and Notes  Interwar Years Timeline  WWII Crime Wall	<ul style="list-style-type: none"> <li>● Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</li> <li>● 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)</li> <li>● Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</li> <li>● Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> </ul>

<p>National injustices, conflicts and cooperation</p>	<p>First Peoples Francophone Women Minority groups- LGBTQ, Japanese, Chinese, Black, South Asian Poverty in Canada</p>	<p>Blanket Activity  Guest Speakers  Canadian Human Rights Project</p>	<ul style="list-style-type: none"> <li>● <b>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)</b></li> <li>● <b>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)</b></li> <li>● <b>Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</b></li> <li>● <b>Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)</b></li> </ul>
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## **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. 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.
- 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.

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 counsellors, will also be notified. Student's will be referred to administration if unable to meet the goals agreed upon.

## Course Resources

	<p>Mr. Mistal</p> <p><a href="mailto:bmistal@sd73.bc.a"><b>bmistal@sd73.bc.a</b></a></p> <p>NorKam Secondary School</p> <p><a href="tel:2503761272"><b>(250) 376-1272</b></a></p>
	<p>Google Classroom</p> <p><b>Class Code:</b> _____</p> <p>Sign-up with gedu account</p>
	<p><b>Student gedu account information</b></p> <p>Login: <a href="mailto:firstname.lastname@gedu.sd73.bc.ca"><u>firstname.lastname@gedu.sd73.bc.ca</u></a></p> <p>Password: sd+student number (ie. sd123456)</p>

I am available for help during most lunch hours and before and after school as requested. 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.

Parent signature: \_\_\_\_\_