




Welcome to Social Studies 10!

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>

Big Ideas for Socials 10 are:

- 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.
- World views 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.

Students will learn: The following information will be covered throughout the year.

Curricular Competencies: SKILLS AND PROCESSES OF SOCIAL STUDIES

It is expected that students will be able to do the following:

- use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; 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, world views, and beliefs (**perspective**)
- make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (**ethical judgment**)
- demonstrate effective research skills, including accessing information, assessing information, collecting data, evaluating data, organizing information, presenting information, citing sources
- demonstrate effective written, oral, and graphic communication skills
- demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration

GOVERNMENT AND FIRST PEOPLES GOVERNANCE

It is expected that students will:

- forms of government and decision-making models (e.g., parliamentary democracy, constitutional monarchy, consensus, autocracy, republic, monarchy, democracy, theocracy)
- consensus-based governance (e.g., Nunavut) and First Peoples self-governance models (e.g., Sechelt, Nisga'a, Tsawwassen) — models for classifying political and economic ideologies (e.g., linear left/right; two-dimensional, such as political compass)
- ideologies (e.g., socialism, communism, capitalism, fascism, liberalism, conservatism, environmentalism, libertarianism, authoritarianism, feminism)
- levels and branches of government: local, regional, territorial, provincial, federal ,executive, legislative, judicial
- Indian Act: Crown- and federal government-imposed governance structures on First Peoples communities (e.g., band councils) title, treaties, and land claims (e.g., Nisga'a Treaty, Haida Gwaii Strategic Land Use Decision, Tsilhqot' in decision)
- Canadian Charter of Rights and Freedoms
- elections and electoral systems: election campaigns, minority and majority governments, proposals for electoral reform and alternative election systems

CANADIAN AUTONOMY AND INTERNATIONAL INVOLVEMENT

- Canada and Britain (e.g., World War I; Statute of Westminster; Constitution Act, 1982)
- Canada and the United States (e.g., free trade, bilateral defence, Montreal Protocol on acid rain)
- Canada and the world (e.g., League of Nations, World War II, United Nations, Paris Climate Agreement) — Canada (treaties with First Peoples, Quebec sovereignty movements)

ENVIRONMENTAL, POLITICAL AND ECONOMIC POLICIES

- environmental issues, including climate change, renewable energy, overconsumption, water quality, food security, conservation
- stakeholders (e.g., First Peoples; industry and corporate leaders; local citizens; grassroots movements; special interest groups, including environmental organizations)
- other considerations in policy development, including cultural, societal, spiritual, land use, environmental
- social welfare programs (e.g., health care, education, basic income)
- national programs and projects: national climate strategy, including carbon pricing and ending of coal-fired electricity generation, stimulus programs, infrastructure projects
- trade agreements: NAFTA (North America Free Trade Agreement)

CANADIAN IDENTITIES

- First Peoples identities (e.g., status, non-status, First Nations, Métis, Inuit)
- Francophone identities (e.g., Franco-Ontarian, Acadian, Quebecois, Métis, bilingual)
- immigration and multiculturalism: immigration and refugee policies and practices, bilingualism and biculturalism (Official Languages Act), multiculturalism policy (Canadian Multiculturalism Act), cultural identities of subsequent generations (e.g., second-generation Japanese Canadian versus Canadian of Japanese descent versus Canadian)
- manifestations or representations : First Peoples arts, traditions, languages, place-based identities and sense of belonging (e.g., Haida Gwaii versus Queen Charlotte Islands; "up North" and "back East"; affinity for ocean air, wide-open spaces; spiritual ancestors), media and art (e.g., CBC radio and television, Group of Seven, National Film Board, Canadian content), scientific and technological innovations (e.g., snowmobile, insulin), sports and international sporting events (e.g., hockey, Olympics)

HISTORICAL AND CONTEMPORARY INJUSTICES

- women's rights: women's suffrage, the Persons Case, the Royal Commission on the Status of Women (RCSW), contraceptives and abortion, sexism —
- LGBTQ2Q+ : same-sex marriage, decriminalization of homosexuality, LGBTQ2Q+ civil liberties, Sexism
- national or ethnic discrimination: Chinese Immigration Act, World War I internments (e.g., nationals of German, Ottoman, and Austro-Hungarian empires, including ethnic Ukrainians), Denial of Jewish immigrants in interwar years, World War II internments (e.g., Japanese, Italian, German), Indian Act (e.g., residential schools, voting rights, reserves and pass system, Sixties Scoop, and the White Paper), Africville
- political discrimination: persecution, detention, and expulsion of suspected agitators
- discrimination on intellectual and physical grounds: employment and inclusion rights, institutionalization, forced sterilizations

HUMAN RIGHTS AND TRUTH AND RECONCILIATION

- Truth and Reconciliation Commission report and calls to action (e.g., access to elders and First Peoples healing practices for First Peoples patients; appropriate commemoration ceremonies and burial markers for children who died at residential schools)
- human rights tribunals
- Canadian Bill of Rights and Canadian Charter of Rights and Freedoms
- Supreme Court challenges
- international declarations (e.g., UN Declaration on the Rights of the Child; UN Declaration on the Rights of Indigenous Peoples)
- anti-racism education and actions
- First Peoples protest and advocacy movements (e.g., National Indian Brotherhood, Oka Crisis, Idle No More)
- other protest and advocacy movements (e.g., Pride, women's liberation, inclusion)
- redress movements for historic wrongs (e.g., Japanese-Canadian Legacy Project, Truth and Reconciliation)
- federal and provincial apologies (e.g., apology for Chinese Head Tax and Chinese Exclusion Act; Chinese Historical Wrongs Consultation Final Report and Recommendations regarding head tax and discriminatory treatment of Chinese immigrants; apologies for internments, residential schools, Komagata Maru)

Assessment Tools:

- All students are required to fulfill the learning outcomes to be considered to have earned a passing grade.
- Formal evaluation will focus on mastery of skills and content and multiple sources of evidence will be used to determine student achievement.
- 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.

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

Interventions Used

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

1. All assignments must be completed on time or students will be assigned to WISE Block. All homework assignments are due at the beginning of class on the day they are due. Parents will be notified if students are habitually forgetting to complete their homework.
2. 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.
3. 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.
4. If a student has extensive knowledge of the course materials, enrichment materials will be used to supplement the students learning.

Materials Used:

1. Textbooks - Socials 10 Workbook

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.
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 tests will be set in a formal exam method.
5. Copying of other people's work or ideas without acknowledgment or submitting it as your own is plagiarism. Copying of others' work OR allowing your own work to be copied by others is academic dishonesty and any students involved will be required to re-write the assignment, but ONLY DURING lunch hour or WISE Block.
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.

For further information, please contact your teacher.