

Semiahmoo Secondary School
1785 148th Street
Surrey, B.C. V4A 4M6
Phone: 604-536-2131

January 27th, 2020

Dear Parent / Guardian:

Please find attached a copy of the Social Studies 10 Course Outline. I request that you read through this item and sign the last page to indicate that you have seen it. For students, regular attendance and staying on top of work is extremely important for success. Social Studies 10 is a mandatory part of a student's Three-Year Dogwood Diploma Graduation Program. There will be homework and tests on a regular basis which can be kept track of on the following website: www.mleziva.info/ss10/homework.htm. If you have any questions regarding the course, please feel free to contact me at the school. I hope your child's time in Social Studies 10 will be a positive and enjoyable experience.

Sincerely,

P. Mleziva

Area of Learning: SOCIAL STUDIES — Canada and the World: 1914 to the Present



BRITISH
COLUMBIA

Ministry of Education

BIG IDEAS

- **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.**
- **Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.**

Content Elaborations

- **International conflicts and co-operation:**

Sample topics:

- global armed conflicts and Canada's role in them (e.g., World War II, Cold War including Korea, Suez, Gulf War, Somalia, Rwanda, Afghanistan, Syria)
- non-participation in global armed conflicts (e.g., Chanak Crisis, Vietnam War, Iraq War)
- involvement in international organizations and agreements, including League of Nations, United Nations, La Francophonie, Commonwealth, NATO (North Atlantic Treaty Organization), Group of Seven (G7), NORAD (North American Aerospace Defense Command) WTO (World Trade Organization)

- **Canadian autonomy:**

Sample topics:

- 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)

- **Canadian identities:**

Sample topics:

- First Peoples identities (e.g. First Nations, Métis, Inuit)
- Francophone identities (e.g. Quebecois, Métis, bilingual)
- immigration and multiculturalism:
 - immigration and refugee policies and practices
 - bilingualism and biculturalism (Official Languages Act)
 - multiculturalism policy (Canadian Multiculturalism Act)
- manifestations or representations:

- 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)
- **Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the *Komagata Maru* incident, and internments:**

Sample topics:

- women’s rights:
 - women’s suffrage, the Persons Case
 - 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 the White Paper)
- **Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission:**

Sample topics:

- 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 of Human Rights)
- First Peoples protest and advocacy movements (e.g., National Indian Brotherhood, Oka Crisis)
- federal and provincial apologies (e.g., apology for Chinese Head Tax and Chinese Exclusion Act; apologies for internments, residential schools, *Komagata Maru*)

- **Domestic conflicts and co-operation:**

Sample topics:

- Canadian constitutional issues:
 - Meech Lake Accord
 - Charlottetown Accord
- Quebec sovereignty:
 - Quiet Revolution
 - October Crisis
 - Parti Québécois and Bloc Québécois
 - Bill 101
 - 1980 and 1995 referenda
- First Peoples actions:
 - involvement in Meech Lake Accord
 - Oka Crisis, Gustafsen Lake Standoff

- **Government, First Peoples governance, political institutions, and ideologies:**

Sample topics:

- 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. Nisga'a, Tsawwassen)
- models for classifying political and economic ideologies (e.g. linear left/right)
- 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)
- Canadian Charter of Rights and Freedoms
- elections and electoral systems:
 - election campaigns
 - minority and majority governments
 - proposals for electoral reform and alternative election systems

- **Economic development and Canada's role in a global economy:**

Sample topics:

- fundamental economic concepts:
 - taxation
 - inflation
 - nationalization
 - debt and deficit, stimulus
 - employment levels
- relationships between environment and economy
- national economic programs and projects:
 - stimulus programs, infrastructure projects
- free trade agreements and economic organizations:
 - NAFTA (North America Free Trade Agreement), World Trade Organization
- offshore labour and capital
- leveraging economic relationships for social and political purposes:
 - eg tied-aid
- What is development?
 - eg High Income Countries / More Economically Developed Countries vs. Middle Income Countries / Newly Industrialized Countries vs. Low Income Countries
- Climate change:
 - causes of climate change
 - impacts
 - responses including carbon pricing and the Kyoto and Paris Climate Accords

SOCIAL STUDIES 10 COURSE OUTLINE continued

1) Evaluation

- a) - Assignments, Tests, Homework Checks, and Notebook Organization
(see **Marks Chart** below)

Marks Chart

- Use the following chart to keep track of your marks.
- The items listed below are subject to possible change.

Description of Item	Your Mark	Total
Textbook Cover		5
Random Homework Check		10
Random Homework Check		10
Random Homework Check		10
Random Homework Check		10
Chapter Group Review Activity		10
Chapter Group Review Activity		10
1900-1918 Test Multiple Choice		40
1900-1918 Test Essay Response		24
Interwar Period Test Multiple Choice		39
Interwar Period Test Essay Response		24
WW II Test Multiple Choice		25
WW II Test Essay Response		24
WWI or WWII Bonus Project (worth up to 10 bonus marks)		0
Can. in the Post-War World Test Mult. Ch.		35
Can. in the Post-War... Test Essay Response		24
A Changing Society and The Canadian Identity Test Multiple Choice		39
Political Cartoon Assignment		15
Government Test Multiple Choice		39
Globalization Group Activity		20
Notebook Check		40
History Bonus Test (worth up to 10 bonus marks)		0
Total		453

2) Class Expectations

- a) **Attendance:** Attending regularly and on time is directly related to success in this course. If away, you are responsible for bringing a note from a parent / guardian explaining your absence. **Lateness to class will result in detention time** after school unless there is a note from a parent / guardian or teacher providing a legitimate excuse.
- b) **Ready to Participate:** Make sure you come to class with all necessary equipment

(i.e. textbook, notebook, writing utensils, etc.) and are prepared to make a positive contribution. Please no food or drink in class except for water. **Cell phones must be turned off and put away except if asked to research something on the internet or to take a picture of the homework posted on the board at the end of class.** Ask permission to go to the washroom and only one person out at a time. Please remain seated until dismissed by the teacher.

- c) **Missed Work:** It is your responsibility to find out what you have missed and to obtain extra help as needed.
- d) **Homework:** Random homework checks will be done. **Even when homework is not formally marked, it is still critical to complete it in preparation for tests and for the Notebook Check towards the end of the course.** It is important that you have the **Agenda App or special section in your notebook to keep track of homework and upcoming tests. You could also take a picture of the homework posted on the board at the end of each class. As a backup, it is also posted to the class website (see front cover for website address).**
- e) **Late Work: It is expected that you will hand in requested assignments promptly at the beginning of class.** However, an assignment may be handed in afterwards up to one day late with a 10% penalty. This penalty will not apply for a legitimate reason such as illness accompanied by a parental / guardian note. After one day of lateness, an assignment will not be accepted and will result in a zero unless there are exceptional circumstances such as multiple day illness accompanied by a parental / guardian note. **Due to time constraints towards the end of the course, the Notebook must be handed in on time. Note: There are two optional Bonus Marks opportunities available to all students to help further improve your mark [see Marks Chart]. No further opportunities will be provided at the end of the course.**
- f) **Missed Tests and Quizzes: 10% will be deducted for writing late** unless you have a legitimate excuse for missing the test / quiz and a note to back up that excuse. **Writing a test that has been missed must be done as soon as possible. There will be no opportunity to write missed tests at the end of the course. There are also no test rewrites, but as mentioned in part e), there are two optional Bonus Marks opportunities available to all students to help further improve your mark [see Marks Chart].**
- g) **Academic Honesty: This is absolutely essential.** Unless an assignment has been designated as partner or group work, the work submitted must be your own. Moreover, work from previous students cannot be used.
- h) **Notebook:** Your notebook will be marked and it is expected that you keep it neat and well organized with table of contents and numbered pages.

3) Supplies

The following supplies are required for use in Social Studies 10:

- | | |
|-----------------------------|----------------------|
| 3 ring binder (2 or 3 inch) | 1 pencil and eraser |
| Loose Leaf Paper | 1 clear metric ruler |
| 2 blue or black pens | 4 dividers |
| 1 red pen | 1 highlighter |

For certain assignments, you may be required to have felts and/or pencil crayons, a calculator, poster board and/or a flash drive.

4) Interim Letter Grades

A = 86-100	C+ = 67-72	C- = 55-59
B = 73-85	C = 60-66	I = < 55

Note: An "I" indicates that the student is in danger of failing the course.

I hope your time with me as your teacher will be a positive and an enjoyable experience.

Please complete the following, detach, and return to the teacher. Thank you.

Social Studies 10 Course Outline (2nd Semester 2019-2020)

Student Name: _____

Student Signature: _____

(indicating that the Social Studies 10 Course Outline and accompanying cover letter have been reviewed)

Parent or Guardian Name: _____

Parent or Guardian Signature: _____

(indicating that the Social Studies 10 Course Outline and accompanying cover letter have been reviewed)