

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

September 6th, 2017

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. Regular attendance and staying on top of work is extremely important for success. Students will have homework and tests on a regular basis. You can keep track of homework assignments and upcoming tests at 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

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.

Curricular Competencies - Elaborations

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):

Key questions:

- How relevant is the need for management of Canadian content in a global digital world?
- Does systemic racism continue to pervade Canadian society?
- To what extent has Canada's multiculturalism policy been successfully implemented?
- To what extent have First Peoples influenced the development of economic and political policy in Canada?
- What are the significant events, individuals, or organizations that have influenced national or international policy?

Compare and contrast continuities and changes for different groups during this period (continuity and change):

Key questions:

- What aspects of the Canadian government's relationship with First Peoples regarding treaty and land use processes have changed or stayed the same during this period?
- In what ways have Canada's immigration and refugee policies in the past 100 years changed?
- How has Canadian identity changed or stayed the same over the past 100 years?
- How successful has Canada's bilingual policy been, and to what extent is it still necessary?

Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence):

Key questions:

- How would different political ideologies address specific historical and contemporary problems?
- What are the most important aspects of how Canada's multiculturalism policy came about, and what were the short- and long-term consequences?
- What might Canadian identity look like in the future?
- How do art, media, and innovation contribute to a shared collective identity?

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):

Key questions:

- Is there a Canadian identity? Explain your answer.
- To what extent are Canadians' perceptions of Canadian identity similar or different from non-Canadians' perceptions?
- To what extent is Canada a democracy?
- Whose stories are told and whose stories are missing in the narratives of Canadian history?

Development, structure, and function of Canadian, First Peoples, and other political institutions:

Sample topics:

- forms of government and decision-making models
 - republic, monarchy, constitutional monarchy
 - autocracy, consensus

- level and branches of government including First Peoples self-governments
- passing legislation
- 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, Tsawwassen First Nations Land Claims settlement)
- Canadian Charter of Rights and Freedoms
- elections and electoral systems:
 - voting and recall movements
 - minority and majority government imposition of government structures on First Peoples communities

Key questions:

- What are the strengths and limitations of different forms of government?
- What is needed to establish true nation-to-nation relationships between the Canadian federal government and First Peoples?
- Should the Canadian Senate be abolished, reformed, replaced, or maintained? Explain your answer.
- Should the electoral system in Canada be reformed? Explain your answer.
- Does the government of Canada use the United Nations Declaration of Human Rights as a framework in Canada?

Political and economic ideologies and the development of public policy:

Sample topics:

- classification of political and economic ideologies on a spectrum (socialism, communism, capitalism, fascism, liberalism, conservatism, etc.)
- relationship between political and economic systems (i.e., between democracy and capitalism)
- roles of individuals and groups in influencing national and international policy
- social welfare programs (health care, education, basic income)

Changing conceptions of identity in Canada:

Sample topics:

- 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
- nature of Canadian identity:
 - revitalization of indigenous arts
 - media and art (e.g., establishment of CBC radio and television, Group of 7, Massey Commission, National Film Board, CRTC, Canadian Content)
 - scientific and technological innovations
 - sports and international sporting events (hockey, Olympics, Summit Series)

Canadian autonomy:

Sample topics:

- Canadian constitutional issues:
 - Statute of Westminster, Supreme Court 1949, Canadian Constitution Act
- international relations and foreign policy:
 - World War I
 - Paris Peace Conference, League of Nations
 - Chanak Crisis, Halibut Treaty
 - Statute of Westminster
 - World War II
 - Constitution Act
 - United Nations Declaration of Human Rights

Domestic conflict and cooperation:

Sample topics:

- Canadian constitutional issues:
 - Meech Lake, Charlottetown Accord, The Calgary Declaration
- Quebec sovereignty:
 - Quiet Revolution
 - October Crisis
 - Parti Québécois, Bloc Québécois
 - Bill 101, 1980, and 1995 referenda
- First Peoples actions:
 - involvement in Meech Lake Accord
 - Oka Crisis, Gustafsen Lake
- national and regional First Peoples organizations:
 - National Indian Brotherhood, Assembly of First Nations

Discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments:

Sample topics:

- women's rights:
 - women's suffrage, Persons Case
- racism:
 - immigration policy and restrictions or exclusions for specific groups (e.g., Jewish)
 - Chinese Exclusion Act
 - World War II internment of Japanese Canadians, Italians
 - Indian Act, residential schools, voting rights for First Peoples, White Paper
- responses:
 - human rights tribunals
 - Bill of Rights and Canadian Charter of Rights and Freedoms

International conflicts and co-operation:

Sample topics:

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

Human–environment interaction:

Sample topics:

- standard of living and inequalities
 - UN Human Development Index
 - What is development?
 - High Income Countries / More Economically Developed Countries vs. Middle Income Countries / Newly Industrialized Countries vs. Low Income Countries / Lesser Economically Developed Countries; variations in definition of poverty
- demographics:

- population growth/decline
- population pyramids and the demographic transition model
- population distribution and population density
- voluntary / involuntary migration
- urbanization and suburbanization
- climate change:
 - causes of climate change
 - distribution of risks associated with climate change
 - adaptations to prevent, mitigate, or survive climate change

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), Trans-Pacific Partnership, World Trade Organization
- offshore labour and capital
- leveraging economic relationships for social and political purposes:
 - eg tied-aid

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
Chapter Group Review Activity		10
Chapter Group Review Activity		10
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
Political Cartoon Assignment		15
A Changing Society and The Canadian Identity Test Multiple Choice		39
Globalization Group Activity		20
Human Geography Test Multiple Choice		18
Human Geography Test Written Response		24
Government Test Multiple Choice		39
Notebook Check		40
Final Project (details to come)		50
History Bonus Test (worth up to 10 bonus marks)		0
Total		481

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. Food and drink are allowed if you are working in the classroom at lunch. **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.** 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.**

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- 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 11:

- | | |
|-----------------------------|----------------------|
| 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 (1st Semester 2017-2018)

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)