

Name/Date:

SOCIAL STUDIES 11 - A CANADIAN WANDERING

MR. THIELMANN • D.P. TODD SECONDARY



The big idea of *Canadian Identity* will accompany the entire course, as well as a persistent question: Why Bother Voting? The focus inquiries below form the basis of the lessons, activities, and assessments -- the things that students do or achieve to show that they have addressed the focus questions (met the learning outcomes, demonstrated understanding). Skills such as map literacy, critical thinking, effective research, current events, communication, and active citizenship will relate to many of the learning outcomes. Hopefully by the end of Social Studies 11, you will be able to address the following questions:

- How does Canada compare with developing countries in terms of living standards, poverty, and human development?
- Using a variety of tools, what is the significance of changes in world population?
- How kind of country and government do we have?
- How do our beliefs translate to political action?
- How do we know what we are voting for?
- How can Canadians make change at different levels of government? (and what needs changing?)
- What are our power structures and how do these affect the kind of society we live in?
- How does the political spectrum work? Where do parties in BC and Canada fit?
- How are federal and provincial (and other) governments formed in Canada? How do they work?
- What's in our Constitution and how does the Charter of Rights and Freedoms affect us?
- What defined Canada in the early 20th century, and what did Canadians expect from the century ahead?
- What steps did we take to become an autonomous nation?
- What was Canada's role in and mutual impact of World War One?
- What were the labour and social impacts of economic cycles and changes between the wars, especially the Great Depression?
- What was Canada's role in and mutual impact of World War Two?
- How and why has Canada been involved on the world stage since World War Two?
- What has been the impact of our policies and programs related to immigration, the welfare state, and rights?
- How have regional issues affected Canadian unity (especially Quebec nationalism)?
- How have rights and conditions changed for Aboriginals, Women, and minorities in Canada?
- How should our government protect culture, identity, and sovereignty (especially consider Canada-USA relations)?
- What are nature of the environmental challenges facing Canadians, especially global warming, ozone layer depletion, and water supply?
- What are some ways to address local and global issues like regional disparity, urban sprawl, the HIV/ Aids crisis, and sustainable development?



Resources

textbook: Counterpoints 2nd Edition: Exploring Canadian Issues

website: <http://dpts.sd57.bc.ca/~gthielmann> check marks there or click on Social Studies 11

teacher contact: email gthielmann@sd57.bc.ca or tweet [@gthielmann](https://twitter.com/gthielmann)

blog: Socials Studies (extended ideas and discussions for students) <http://webriver.blogspot.ca>

Rules

I don't have many... mostly I expect that students will operate with a few principles in mind:

- mutual respect -- treat the students, teacher, and learning space with dignity, safety, and calmness
- self-reliance -- take responsibility for your actions, attendance, work habits, expected work & progress
- balance -- there is a season (and time in class) for everything: teacher, student, together, alone, tech, no-tech
- curiosity -- ask thoughtful questions of your self, teacher, and classmates, and ask for help when you need it

In exchange, I will strive to make the class time as positive and productive as possible, minimize homework, and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics.

Assessment -- here is how the course is normally broken down:

- Projects - about 25% - the Echo Project is the big one
- Tests - about 45% - low scores may require rewrites, revisions, or alternate attempts to show understanding
- Other - about 10% - mainly small assignments
- Provincial Exam 20% - 55 MC questions and 2 essays

Final (Provincial) Exam Prep

Yes, the course is formally laid out to navigate through numerous diverse and important learning outcomes.

Yes, we can be flexible as student questions, current events, or general intrigue takes us in new directions

UNIT DESIGN IN SS11 - new in 2014	
<p>Unit 1 Too Big for Our Planet Challenges facing Canada and the Global Community</p> <ul style="list-style-type: none"> • 1 "Big Idea" Question & about 3 Learning Intentions • 5-6 lessons over 2-3 weeks • Parts of Counterpoints Ch. 11, 12, and other resources • 1 "lab" assignment (demographic study) • Project 1 (Active Citizenship): inquiry, design, research • 1 unit test (variety in style, focus on critical thinking) 	<p>Unit 2 Canadian, Eh Politics, Government, and Identity</p> <ul style="list-style-type: none"> • 1 "Big Idea" Question & about 3 Learning Intentions • 5-6 lessons over 2-3 weeks • Parts of Counterpoints Ch. 9, bits of Ch. 1, other resources • 1 "lab" assignment (political parties & spectrum) • Project 1 (Active Citizenship): completion and presentation • 1 unit test (variety in style, focus on critical thinking)
<p>Unit 3 Growing Pains The Great War and The Roaring 20s</p> <ul style="list-style-type: none"> • 1 "Big Idea" Question & about 3 Learning Intentions • 6-7 lessons over 3 weeks • Parts of Counterpoints Ch. 2, 3, use of other resources • 1 "lab" assignment (representation of primary evidence) • 1 unit test (variety in style, focus on critical thinking) • Results of first 3 Units summarized on Term 3 Report Cards 	<p>Unit 4 Crisis and Survival The Great Depression and World War II</p> <ul style="list-style-type: none"> • 1 "Big Idea" Question & about 3 Learning Intentions • 6-7 lessons over 3 weeks • Parts of Counterpoints Ch. 4, 5 and other resources • 5 lessons over 2-3 weeks • Project 2 (Echo Project): inquiry, design, research • 1 unit test (variety in style, focus on critical thinking)
<p>Unit 5 Television and Beyond The Cold War and Postwar Shifts in Canada 1945-1964</p> <ul style="list-style-type: none"> • 1 "Big Idea" Question & about 3 Learning Intentions • 5-6 lessons over 2-3 weeks • Parts of Counterpoints Ch. 6, bits of 7 & 11, other resources • Project 2 (Echo Project): field research, refining, writing • 1 unit test (variety in style, focus on critical thinking) 	<p>Unit 6 What Kind of Society Quebec Nationalism, Constitution & Charter, 1965-1983</p> <ul style="list-style-type: none"> • 1 "Big Idea" Question & about 3 Learning Intentions • 5-6 lessons over 2-3 weeks • Parts of Counterpoints Ch. 7, 8, 10 and other resources • Project 2 (Echo Project): completion, early presentations • 1 unit test (variety in style, focus on critical thinking)
<p>Unit 7 Pepper on My Plate Society, Economy, Rights, and Environment, 1984-2001</p> <ul style="list-style-type: none"> • 1 "Big Idea" Question & about 3 Learning Intentions • 5-6 lessons over 2-3 weeks • Parts of Counterpoints Ch. 8, 13 and other resources • Project 2 (Echo Project): late presentations • 1 unit test (variety in style, focus on critical thinking) 	<p>Unit 8 The Global Village Global Issues and Human Rights, mainly 2001-now</p> <ul style="list-style-type: none"> • 1 "Big Idea" Question & about 3 Learning Intentions • 5-6 lessons over 2-3 weeks • Parts of Counterpoints Ch. 8, 10, bits 9-13, other resources • Simulation/Debate: Canada as Model vs Middle Power • maybe short test (variety in style, focus on critical thinking)
<p>Summary</p> <ul style="list-style-type: none"> • approximately 6 big ideas & 24 learning intentions • about 48 lessons including in-class assignments and activities • 3 smaller projects, 1 medium project, 1 large project involving presentation • overlap between civics, history, geography • Assessment based on competencies -- applying skills • 8 performance/critical-thinking based unit tests w/ use of student-prepared study guides 	

