

Name/Date:

**MR. THIELMANN • D.P. TODD SECONDARY • FALL 2017**  
**SOCIAL STUDIES 10: A JOURNEY THROUGH CANADA 1919-2017**



We will journey through many topics and themes that have shaped Canada over the last century -- it will be a bit like the old canoe trips of the fur trade. Some parts of the story are easily told and require little paddling, while others will make you work hard for your dried peas and salt pork. Your teacher will definitely help lift the canoe over the big portages, but we are all in this together.

The big idea (or myth?) 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 met the learning outcomes by demonstrating understanding. Skills such as decoding sources, map literacy, critical thinking, effective research, working with population data, interpreting current events, communication, and active citizenship will relate to many of the learning outcomes. The six historical thinking concepts will underpin much of the work we do.

**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. I'm quite confident that any other "rules" we might use will be negotiable.



SOCIAL STUDIES 10 COURSE OUTLINE			
<b>UNIT 1 An Autonomous Canada: 1919-1939</b>		<b>UNIT 2 Canada at War: 1936-1946</b>	
Length	about 17 classes - test probably Sep 27/28	Length	about 19 classes - test probably Oct 30/31
Lessons	1A What is Social Studies 1B Canada at the end of WWI 1C Canada and the Roaring 20s 1D Canada and the Great Depression 1E Introduction to the Political Spectrum	Lessons	2A Rise of Dictators 2B Canada at home during WWII 2C Canada at war during WWII 2D Aftermath of WWII 2E Introduction to Demography
Labs	U1 Skills - Analyzing Historical Documents U1 Sources - Accounts of the Great Depression	Labs	U2 Skills - Population Pyramids and Demography U2 Sources - Examination of WWII Sources
Project	1930s Political Party Platform Proposal	Project	WWII Assignment (choice)
Test	Main concepts and key sources from unit	Test	Main concepts and key sources from unit
<b>UNIT 3 Postwar Canada: 1946-1984</b>		<b>UNIT 4 Modern Canada: 1984-present</b>	
Length	about 22 classes - test probably Dec 4/5	Length	about 22 classes - test probably Jan 18/19
Lessons	3A The Cold War 3B Canada in the 1950s 3C Canada in the 1960s 3D Trudeau Era and Quebec Nationalism 3E Politics and Elections	Lessons	4A Political & Social Change 1984-present 4B Indigenous Issues & Reconciliation 4C Environmental Issues & Climate Change 4D Globalization & Canada's role on World Stage 4E Demography & Global Development Challenges
Labs	U3 Skills - Research/Inquiry methods and techniques U3 Sources - Historic Election Campaign Sources	Labs	U4 Skills - Working with Global Development Data U4 Sources - Accounts of Residential Schools
Project	Echo Project - laying the research foundation	Project	Echo Project - making connections
Test	Main concepts and key sources from unit	Test	Main concepts and key sources from unit

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# LEARNING AND ASSESSMENT IN SOCIAL STUDIES

**Curriculum Foundations**  
 ability to organize and express subject/course related knowledge and understanding  
 1 | 2 | 3

**KNOW DO UNDERSTAND**



*I know about themes and examples from history, geography, and society. I have a sense of the world in which I live and my story within it.*

*Examples: annotated map, simulation game, lecture notes, group poster, response guide, question/answer (aka bookwork), graphic organizer*

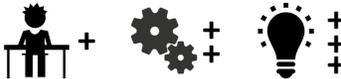
**Skills & Applications**  
 ability to use a variety of subject-related skills or practices, and activate concepts & knowledge in real-time  
 1 | 2 | 3



*I can apply what I have learned to theoretical and real-world problems. I have picked up skills and found the relevance in Social Studies.*

*Examples: annotated timeline, thematic map, active citizenship activity, graphing exercise, GIS computer tutorial, letter to the editor, socratic circle, debate*

**Sourcework & Critical Thinking**  
 ability to work with evidence and apply concepts of historical and geographic thinking  
 1 | 2 | 3



*I can interpret, form opinions, and gain understanding from data and evidence. I have a sense of how human nature has played out on the world.*

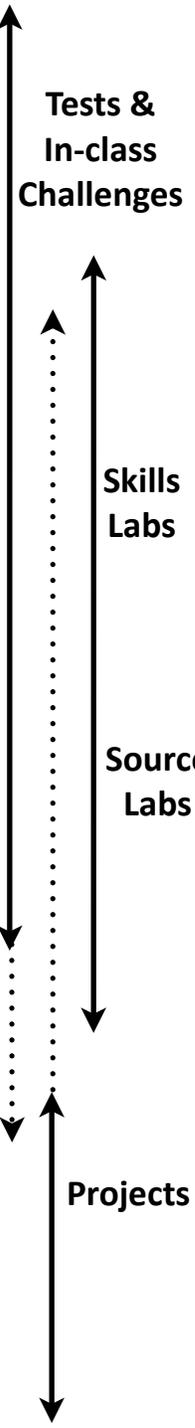
*Examples: current events response template, analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs*

**Research & Inquiry**  
 ability to develop & respond to meaningful questions, and express though different methods  
 1 | 2 | 3



*I can follow different kinds of inquiry steps and express my learning effectively. I have made authentic connections to the stories of others.*

*Examples: research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question*



What's this about? Students work from basic (Step 1) through satisfactory (Step 2) towards mastery (Step 3) in four areas that are essential sets of outcomes in Social Studies. Traditional tests and projects are used as assessment tools, but they provide evidence of progress rather than a direct tally to produce a grade. "Competency" work and assessment are embedded through-out. Student reflection and choice are required at key stages of assessment. Placements in the four categories will determine final grades.

Final Exam -- there is a final "summative" project for the course rather than a final exam. There is also a final exam that we use for determining a final grade for students who finish in the "satisfactory" category (two or three "Step 2" placements in the four sets of essential outcomes).