Name/Date:

MR. THIELMANN • D.P. TODD SECONDARY • FALL 2017 SOCIAL STUDIES 11 EXPLORATIONS



This is a new course that provides grad credits for Social Studies and also sets up our Grade 12 electives such as History, Law, Comparative Cultures, and Geography. This course course explores themes and topics such as Social Justice, First Nations Studies, Economics, Human Geography, Urban Studies, Philosophy, and Local History. Big Question: How are "history" and "place" a part of our everyday lives?

Two things that will be a part of our course through-out:

Critical Thinking -- e.g. the six historical thinking concepts (and matching geographical concepts_ Current Events -- what's making the news and what's the story within or behind or beyond it

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 11 EXPLORATIONS - DRAFT COURSE OUTLINE UNIT 1 Human Geography	
UNIT 2 Local History	
Physical & Cultiural Geography of the Central Interior History of Prince George field trip(s): cemetery, downtown walking tour	about 3 weeks
UNIT 3 Contemporary Indigenous Issues	
Aftermath of Truth & Reconciliation Commission Local Knowledge & Perspectives	about 3 weeks
UNIT 4 Economics	
Some theories about how economies can or should work, some related ussues with our globalized economy Opportunity & Ethics: project work	about 3 weeks
UNIT 5 Philosophy	
Exploration of some of popular ways of thinking about life and the world, and how philosophy interesects with other concerns (e.g. ethics, economy, war, religion) and daily life	about 3 weeks
Big Project	
This will draw on themes from each of the units	about 2 weeks





LEARNING AND ASSESSMENT IN SOCIAL STUDIES

Curriculum Foundations

ability to organize and express subject/course related knowledge and understanding

1 | 2 | 3

Skills & Applications

ability to use a variety of subject-related skills or practices, and activate concepts & knowledge in real-time

1 | 2 | 3

Sourcework & Critical Thinking

ability to work with evidence and apply concepts of historical and geographic thinking

1 | 2 | 3

Research & Inquiry

ability to develop & respond to meaningful questions, and express though different methods

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







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







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







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

Tests & In-class Challenges

> Skills Labs

Source Labs

Projects

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).