



SOCIAL STUDIES 10 AT A GLANCE

Each broad focus question can be broken down into specific things we'll do to in class -- the questions form the basis of the lessons, activities, and tests, and are what students do or address to show that they have achieved the learning outcomes and demonstrated their understanding.

Unit 1 CANADIAN GEOGRAPHY about 2 weeks or 13 classes

Broad Focus Questions (Learning Outcomes)

- What physical and natural forces have shaped Canada and created a diverse landscape?
- How have physical and natural forces shaped our culture and identity?
- How have communities in Canada adapted to, and been affected by, geographical changes?
- How are important physical and cultural characteristics distributed across the map of Canada?

Important Formative Activities & Assessments

- Lessons 1A-1H notes, activities, feedback, current events, reading, etc.
- Annotated Physical Map of Canada
- 2-3 Verifications (open notes) on maps & skills, geography of Canada

Key Summative & Performative Assessments

- Political Map of Canada
- Geography Test: focus on Unit 1 learning outcomes, maps & skills, lessons 1A-1H, Ch. 3

Unit 2 BUILDING A NATION about 3 weeks or 17 classes

Broad Focus Questions (Learning Outcomes)

- Why did people immigrate to Canada in the 1800s?
- What challenges were faced by European settlers and Aboriginal peoples from 1815-1867?
- How did responsible government evolve in Canada?
- How and why did Canada become a nation?
- How are we governed? (levels/structures)

Important Formative Activities & Assessments

- Lessons 2A-2G notes, activities, feedback, current events, reading, etc.
- Physical Map of Canada
- 3-4 Verifications (open notes)

Key Summative & Performative Assessments

- Confederation Debate or New Home Role Play
- Reform/Confed Test: focus on Unit 2 learning outcomes, lessons 2A-2G, Ch. 2-3

Unit 3 CHALLENGE OF THE NORTHWEST about 4 weeks or 21 classes

Broad Focus Questions (Learning Outcomes)

- How did the fur trade affect the people, politics, and economy of the Northwest?
- What led to political and social unrest in western Canada in the 1870s and 1880s?
- What role did the Metis play in the development of western Canada?
- Why was the building of the Canadian Pacific Railway significant in the development of Canada?

Important Formative Activities & Assessments

- Lessons 3A-3G notes, activities, feedback, current events, reading, etc.
- 4-5 Verifications (open notes)

Key Summative & Performative Assessments

- Test of the West: focus on Unit 3 learning outcomes, lessons 3A-3G, Ch. 4-5; use of study buddy (map)
- Great Map of the Northwest Project (includes timeline)

Unit 4 ON THE PACIFIC about 3 weeks or 17 classes

Broad Focus Questions (Learning Outcomes)

- How did the cultural geography (land and people) of BC change from the time of exploration to the present?
- What key political changes occurred in British Columbia from 1819-1871?
- How did the rush for gold affect cultural and economic issues in British Columbia?
- How did geography, resources, and immigration impact the development of British Columbia?

Important Formative Activities & Assessments

- Lessons 4A-4F notes, activities, feedback, current events, reading, etc.
- 3-4 Verifications (open notes)

Key Summative & Performative Assessments

- BC Test: focus on Unit 4 learning outcomes, lessons 4A-4F, Ch. 6
- Constructing a Narrative of Place -- Goldrush Journal

Unit 5 EMERGING CANADA about 3 weeks or 18 classes

Broad Focus Questions (Learning Outcomes)

- How did Canada and its identity change during the Laurier Era? What were some of the growing pains?
- What was the impact of economic changes, immigration, and social issues at the turn of the century?

Important Formative Activities & Assessments

- Lessons 5A-5D notes, activities, feedback, current events, reading, etc.
- 2-3 Verifications (open notes)

Key Summative & Performative Assessments

- Laurier Era Test: focus on Unit 5 learning outcomes, lessons 5A-5D, Ch. 7
- Heritage Connections Project (research, interview, design, representation, presentation)

Unit 6 ECONOMY AND RESOURCES about 3 weeks or 17 classes

Broad Focus Questions (Learning Outcomes)

- How has the Canadian Economy changed during the 21st century?
- What are some of the major challenges and opportunities for BC/Canada in the global economy?
- What is the impact of sustainability on resource development in British Columbia?

Important Formative Activities & Assessments

- Lessons 6A-6H notes, activities, feedback, current events, reading, etc.
- 3-4 Verifications (open notes)

Key Summative & Performative Assessments

- Economy Test: focus on Unit 6 learning outcomes, lessons 6A-6H, Ch. 8-10
- Economic Inquiry Assignment

NOTE on ASSESSMENT

This course has been designed to reflect some basic beliefs about how successful learning takes place and how it is assessed:

- ➔ students should approach the subject with a mindset of inquiry -- asking powerful and open-ended questions about themselves, the topic, the evidence, and classroom process
- ➔ students should be clear about what they are expected to learn and express clearly what is they have learned
- ➔ showing up, joining in, and completing exercises is a part of learning and the classroom process but is not quite the same as demonstrating what you have learned -- learn to show what you know
- ➔ assessment of what students have learned centers on how well they can show understanding of the learning outcomes using a variety of measurement tools including open and closed notes test, projects involving both creativity and research, and self-evaluation

NOTE on MARKS BREAK DOWN

- 40-50% Verifications (matched to specific learning outcomes) open-notes quizzes or evaluations, must meet expectations for mark to be recorded, lowest one dropped each term, part of formative assessment)
- 25-30% Unit Projects (marked with rubrics tied to one or more learning outcomes, usually needs to meet expectations for mark to be recorded), includes some smaller assignments like worksheets and webquests
- 25-30% Unit Tests (matched to all learning outcomes), summative mark (recorded as is)

NOTE on EXPECTATIONS

Students will successfully demonstrate broad learning outcomes for each unit (verifications/projects)

- ➔ Not yet met <67% (insufficient, developing)
- ➔ Met 67-85% (basic, competent)
- ➔ Exceeds \leq 86% (exemplary, mastery)

Corrections, revisions, alternatives, and second attempts are available for meeting and even exceeding expectations on verifications, projects, and tests -- within limits, though (e.g. generally one week after work returned or two weeks from original due date, respect for reporting period deadlines). See teacher for details; due dates and deadlines will be clear.

MEETING EXPECTATIONS on VERIFICATIONS:

Here is what you'd do with a verification on which you scored less than 67%:

Please look over **ALL** of the questions where you lost marks and begin "revisions." The goal is to show that you understand now what you missed when you wrote the verification.

How? You could: correct mistakes, explain answers you didn't get, provide references (from your notes, text, or elsewhere) for ideas you missed, rewrite written responses, write a bit to show you understand the topics you found difficult, etc. -- do some work to demonstrate you have the topic figured out that was being asked about in the question

When you are done, submit your revisions to the teacher to check and your score will be recorded as "meeting expectations" (see the target above). Your teacher may ask to see your completed notes and offer further suggestions.

Why do we do this? We want to see you succeed with dignity and have your mark reflect solid learning, even if this requires follow-up as you are now doing with this verification.

EXCEEDING EXPECTATIONS on VERIFICATIONS:

Step One (follow instructions for meeting expectations)

Step Two: Think about the main area on the verification where you lost marks. Does it relate to one topic? Two topics? Does it relate to one or more of the unit Focus Questions? Your task is to develop a deep understanding of what you have missed and design a way to show this to your teacher. Two suggested approaches are given below, although you may also develop your own inquiry if it fits the learning outcomes.

Option A: Design a short project that demonstrates some learning in the area/s you have identified -- writing, audio or video recording, some other creative work. It should show that you have mastered the material (you know lots about it and you know it well... with depth) and it should show that you've put some time into learning.

Option B: Use a video recording device to narrate a demonstration of learning... e.g. a computer with a webcam and a video capture program. Take the area/s you have identified and phrase them as powerful questions, and prepare three detailed responses that explain what you've done to answer these questions. For example, if you identified "the fur trade" as an area that need attention, one of your powerful questions could be "What was the relationship between fur trade and the exploration of North America?" Your response could include examples from the HBC and NWC, the contributions of various explorers, showing a map you've made of areas explored, talking about a story you read about the relationship between traders and the Native Peoples they met, and so on.

NOTE on ALTERNATIVES

If you have idea for meeting or exceeding the learning outcomes or focus questions that line up with a particular set of lessons, please share it with the teacher. This may be particularly valuable if you have missed a number of classes for illness or excused absence.

NOTE on HERITAGE CONNECTIONS

Our Socials Studies Department believes that every student can make rich personal connections to the things we study in class, and have unique and powerful stories to tell. The Unit 5 project is the key chance to do this, and is the central project of the course.

NOTE on FINAL EXAM

This is one more way to demonstrate learning, and is optional for those who have met expectations throughout on unit tests (\geq 67%). For those not recommended (\leq 66% on any unit test), the exam will be worth 20% of the overall grade. For others that choose to write, the exam will be used to replace the lowest unit test mark (only if it benefits).

CONTACT/COURSE LINKS

Course website & check your marks

<http://dpts.sd57.bc.ca/~gthielmann/ss10/>

Social Studies / Geography blog

www.webriver.blogspot.com

Teacher contact (course-related only please)

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