



Burnaby Central Secondary

Social Studies 11

Semester 2 - 2017

Ms. H. Keon

holly.keon@sd41.bc.ca

Website: <http://mskeon.weebly.com>

Password: wildcats

"A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has."

~Margaret Mead



Course Content:

The aim of Social Studies is to “develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.” Which begs the questions: what does it mean to be an active citizen? Or what are reasoned judgments and how do we make them? Whose perspectives should we consider? Social Studies is one area in the curriculum where we can help you think critically and make sense of the relationships that you have with yourself and the many people, objects, groups and systems around you. It is the perfect subject area to use as a springboard to explore all aspects of how we have lived together in the past and contextualize how we choose to live together in the present.

Social Studies 11 continues the study of contemporary Canada, which was introduced in grade 10. The focus at the grade 11 level is government, politics, and recent Canadian history (from the 1900’s on). Students will, in addition, examine Canada’s relations with the rest of the world. The transition to a global perspective will be made through an investigation of such major concerns as population growth, the distribution of resources, and the impact of industrialization and technology on modern society. Geographic knowledge and skills previously acquired are reinforced and expanded. The discussion of current events is considered integral to this course.

Resource Materials:

Textbook: Michael Cranny and Garvin Moles ***Counterpoints: Exploring Canadian Issues.*** Pearson Education Canada Inc: Toronto, 2001.

Texts will be supplemented with teacher-produced text and media resources, PowerPoint presentations, webquests, videos, DVDs and material selected from Internet sources.

You will need a binder to keep your notes and handouts in. Please keep it organized and up to date.

Student Learning- Activities and Strategies:

- Research indicates that students learn in many ways, so most material is presented and studied in several forms and modalities. Covering most material, students will see, read, experience, discuss and present information to master it.
- Homework will be assigned regularly. Homework will be checked on a random basis and marked for completion using the homework chart; other assignments will be graded for completion, content and presentation, according to criteria provided when the assignment is given.

- All assignments must be completed, since every assignment is designed to help students grasp course content.
- All learning requires repetition and regular re-examination of what has been studied, so there will be regular testing at the end of each unit and a final exam at the end of the semester. The purpose of testing is to cause students to look at material repeatedly, as well as to provide regular feedback and assess student progress.

Assessment and Evaluation:

Course work is evaluated regularly and students should check their marks, posted by student number on the side wall of the classroom.

The mark distribution for each term is:

Tests and Quizzes	45%
Assignments	45%
Participation	10%

Each of the 2 terms will be worth 50 % of the final mark.

There is no longer a Provincial exam in this course.

Assignments must be handed in on time unless prior arrangements are made or a parent or guardian's note confirms exceptional circumstances (a phone call home may also be needed). Late deductions will be at my discretion; generally the policy is 5% off per day. Assignments will be handed back in class or may be placed in your block's box at the side of the room—please check your block's box regularly.

Marks Assignment:

Grades are assigned as follows: A 86%+; B 73-85%; C+ 67-72%; C 60-66%; C- 50-59%; I/F 49-0%

When assignments are submitted, Ms. Keon will go through the pile of assignments and assign a mark of "IP" to those assignments that do not meet the minimum standards in order to pass. "IP" stands for "In Progress". Assignments that are designated as "IP" will be handed back to the author/student and they will be provided with the opportunity to upgrade their assignment. They will have 24 hours to re-do their assignment and resubmit. Remember our goal is for you to be successful and master the content!

You may be assigned an "I" report at any time throughout the year should your overall mark fall below 50%."I" stands for incomplete. The intent of the "I" report is to allow you the opportunity to complete any missed assignments or tests and gain the necessary skills or knowledge necessary for you to be successful in this course. Should you submit all assignments listed in the "I" report, the "I" will be converted to a mark.

Extra Help:

Social Studies teachers are always prepared to provide additional out-of-class help. Ms. Keon is available for appointments at both our convenience. Simply ask. It is also possible to talk to another Social Studies teacher; we are here to help all students, not just those in our own sections. I would also encourage you to use Outreach for support should you find yourself having difficulty.

Policies and Procedures:

Your teacher does not have many rules—it is expected that you operate with a few codes in mind:

- **Mutual respect** – treat students, teacher, and our learning space with dignity, safety, calmness and joy. Please ensure that you show up to class on-time.
- **Self-reliance** – take responsibility for your actions, attendance, work habits, expected workload, deadlines & progress.
- **Balance** – there is a season (and time in class) for everything: teacher, student, group, individual talk, listening, laughing, reflecting.
- **Curiosity** – ask thoughtful questions of yourself, teacher, and classmates, and be sure to ask for help when you need it. Practice being open to different perspectives and concepts in order to inform your opinions.

***Technology** – cell phones, tablets, computers can be a great learning tool for collaboration, research, and creating. Conversely, tech can also be a great distractor from our learning environment. There will be times when gadgets will be encouraged, and times when they **must** be put away. As to “when” technology will be allowed will be negotiated by us in class. If Ms. Keon determines that you are being disrespectful to our classes’ learning environment, your headphones or cell phone may need to be handed over and can be picked up at the end of the day.

***Cheating and plagiarism** -- (the use of the words or ideas of others without properly crediting them) are serious offenses so don’t do it! Please see the Central Code of conduct in your agendas for further information about consequences.

General Learning Outcomes

In this study of Canada’s 20th century history, government and involvement in contemporary world geographical issues, provincial curriculum expectations include the following (taken from the BC Social Studies 11 IRP):

- ⑤ **Skills and Processes – students will:** identify and use approaches from the social sciences and humanities to examine Canada and the world; communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences; demonstrate the ability to think critically, including the ability to: define an issue or problem, develop hypotheses and supporting arguments, gather relevant information from appropriate sources, assess the reliability, currency, and objectivity of evidence, develop and express appropriate responses to issues or problems, reassess their responses to issues on the basis of new information, assess the influence of mass media on public opinion, develop, express, and defend a position on an issue, and explain how to put the ideas into action; demonstrate skills associated with active citizenship, including the ability to: collaborate and consult with others, respect and promote respect for the contributions of other team members, interact confidently; assess the role of values, ethics, and beliefs in decision making; demonstrate appropriate research skills, including the ability to: develop pertinent questions about a topic, an issue, or a situation, collect original data, use a range of research tools and resources, compile and document task-specific information from a wide variety of print and electronic sources, present and interpret data in graphic form, evaluate and interpret data for accuracy, reliability, bias, and point of view, understand the nature of and appropriate uses for primary and secondary sources; recognize connections between events and their causes, consequences, and implications; demonstrate mapping skills, including the ability to organize and synthesize various types of mapping data, demonstrate awareness of current geographical technology; demonstrate awareness of the value of social studies education in their daily lives and careers.

- ② ***Studying Social Issues, students will:*** identify elements that contribute to the regional, cultural, and ethnic diversity of Canadian society; identify major Canadian social policies and programs and their impact on Canadian society; describe the role of women in the development of Canadian society; compare and contrast forces that have united and divided Canadians during the 20th century, including Quebec separatism; devise and defend a personal definition of what it means to be Canadian; recognize the importance of both individual and collective action in responsible global citizenship; identify and assess social issues facing Canadians .
- ② ***Studying Cultural Issues, students will:*** describe the history and contributions of Canada's French and English cultures in shaping Canadian identity; describe the role of Canada's First Nations peoples in shaping Canadian identity; describe the role of cultural pluralism in shaping Canadian identity; identify the contributions of the arts in reflecting and shaping Canadian identity; identify and assess cultural issues facing Canadians;
- ② ***Examining Political Issues, students will:*** describe Canada's evolution as an independent nation; identify the structure and operation of Canada's federal, provincial, and municipal governments; explain Canada's political system and contrast it with other political systems; demonstrate understanding of the history and present status of Aboriginal land claims and self-government in Canada; explain how political spheres of influence have changed throughout the world during the 20th century; describe Canada's role in international conflicts, including World War I and World War II, and assess the impact on Canada; describe and assess Canada's participation in world affairs; identify and assess political issues facing Canadians.
- ② ***Studying Legal Issues, students will:*** identify the major provisions of the Canadian Constitution, the Canadian Charter of Rights and Freedoms, and human rights legislation; describe the fundamental principles of the Canadian federal and provincial legal systems, including the rule of law; demonstrate awareness of how to access the various levels of government in Canada; demonstrate awareness of the provisions of the Indian Act and its impact on the citizenship of Aboriginal Canadians; identify and assess critical legal issues facing Canadians.
- ② ***Studying Economic Issues, students will:*** describe the stages of economic activity, including the acquisition of resources, production and distribution, the exchange of goods and services, and consumption; describe economic cycles in Canada and the world, including the Great Depression; demonstrate awareness of disparities in the distribution of wealth in Canada and the world; assess implications of industrial and technological development for societies and cultures; identify and assess economic issues facing Canadians.
- ② ***Studying Environmental Issues, students will:*** explain the environmental impact of economic activity, population growth, urbanization, and standard of living; apply the following themes of geography to relevant issues: location (a position on the earth's surface), place (the physical and human characteristics that make a location unique), movement (the varied patterns in the movement of life forms, ideas, and materials), regions (basic units of study that define an area with certain human and physical characteristics), human and physical interaction (the way humans depend on, adapt to, and modify the environment); identify the geographical forces shaping Canada's position among nations; identify and assess environmental issues facing Canadians.

“Never before has all of civilization been threatened. We have everything we need to save it, with the possible exception of political will. But political will is a renewable resource.” ~Al Gore