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This Social Studies 10G course outline provides an overview of the course content and evaluation requirements for a regular programming as per Brandon School Division’ Student Assessment Policy and Vincent Massey High School requirements.

**Course Title:** Social Studies 10F  
**School Year:** 2015  
**Course Description:** Canadian issues are the emphasis of the Social Studies 10G program. The purpose is to give students an introduction and overview of our country. Topics covered include physical regions, cultural base, political, legal, economic systems and foreign involvement.

**General Content Learning Outcomes**

- Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- Students will explore the dynamic relationships of people with the land, places, and environments.
- Students will explore how people, events, and ideas of the past shape the present and influence the future.
- Students will explore the global interdependence of people, communities, societies, nations, and environments.
- Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

**General Skill Learning Outcomes:**

1. Organize and record information in a variety of formats and reference sources appropriately.
2. Present information and ideas in a variety of formats appropriate for audience and purpose.
3. Articulate their perspective on issues.
4. Propose and defend innovative options or solutions to address issues and problems.
5. Debate differing points of view regarding an issue.
6. Draw conclusions and make decision based on research and various types of evidence.
7. Reconsider personal assumptions based on new information and ideas.
8. Propose and defend innovative opinions or solution to address issues, and problems.
9. Express informed and reasoned opinions.
10. Elicit, clarify and respond to questions, ideas and diverse points of view in discussions.
11. Articulate their perspectives on issues.
12. Debate differing point of view regarding an issue.
13. Analyze the context of events, accounts, ideas, and interpretations.
14. Compare diverse perspectives and interpretations in the media and other information sources.
15. Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
16. Organize and record information in a variety of formats and reference sources appropriately (Example maps, graphs, tables, concept maps).
17. Analyze material and visual evidence during research. Examples: photographs, political cartoons, works of art
18. Listen to others to understand their perspective
19. Select, use and interpret various types of maps

Course Evaluation Structure:
Summative Assessment (assignments, tests, projects): 85%
Weighting of each assessment is included on course outline.
Final Exam: 15%

Course Final Standing:
The final mark for term work, within the respective categories, (tests, assignments and projects) will be cumulative. At the end of the semester, students will write a common exam or project.

The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the Board of Trustees. It is the responsibility of professional educators to assess, evaluate, and report on each student’s degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student’s learning process. Students are responsible for:
- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement
- playing an active role in assessing their own learning
- providing evidence of their learning within established timelines

The purpose of this document is to identify student responsibilities in assessment and evaluation practices, provide clear guidelines and consequences so students can make informed decisions, and to provide structures that improve the relationship between student learning and assessment.

All assessments and/or evaluations will be assigned a reasonable completion date by the classroom teacher. When a student demonstrates negligence and/or disregard towards the assessment and/or evaluation due date, the teacher can assign a “0” grade for the incomplete assessment and/or evaluation. For a “0” grade to remain permanent on the student’s record for that unit of study, a teacher’s records will demonstrate that he/she had advised the student and the parent/guardian that there was an opportunity to complete the original assessment or an alternate assessment, but that it would have been penalized in accordance to divisional guidelines.

Penalization for late assessments is as follows:
Grade 9 – 10%
Grade 10 – 15%
Grade 11 – 20%
Grade 12 – 25%

Example: Grade 10 student receives 80% for a late assessment. The penalty for the late assessment would be (80)(0.15) =12. The adjusted mark would be 80-12=68%.

Once the late assessment is marked, the penalized assessment mark will replace the “0” grade that was originally assigned to the student by the teacher.
If the original or alternate assessment is not submitted by the new completion date or if the student refuses to submit a required assessment, the “0” grade assigned to it will remain on the student’s evaluation records. The “0” grade(s) will be calculated into the student’s final mark for the unit of study and will be used in the calculation of the final grade of the course.
Unit Descriptions:

Unit 1 Title: DIVERSITY AND PLURALISM
Approximate Instructional Time: 5 ½ weeks

Learning Outcomes

- Identify on a map distinguishing elements of the physical and human geography of Canada.
- Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.
- Describe contributions of Canadians whose social and political actions have promoted human rights.
- Identify significant events in the development of human rights in Canada.
- Describe ways in which the status of women in Canada has changed since the early 20th century. Include Bill C-31 and the status of Aboriginal women, suffrage.
- Give examples of the effects of the Canadian charter of Rights and Freedoms on individuals and groups.
- Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.
- Describe the criteria for becoming a Canadian citizen.
- Describes factors that shape personal, regional, and national identities. Include: media influences.
- Analyze current issues surrounding Canadian culture and identity.
- Give examples of diverse approaches to conflict resolution.
- Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
- Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. Include: Aboriginal residential schools, language laws.
- Evaluate effects of residential schools on their own and other Aboriginal communities.
- Describe effects of stereotyping and discrimination on individuals, communities, and regions.
- Describe social and cultural injustices in Canada’s past.
- Evaluate the influence of mass media and pop culture on individuals, groups and communities—Include decision making, perspectives, identity, culture.
- Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.
- Describe ways in which identity, diversity, and culture are protected in Canada. Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations.
- Analyze current Canadian demographics and predict future trends.
- Give examples of social and technological changes that continue to influence quality of life in Canada.
- Identify possible ways of resolving social injustices in Canada.
- Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.
- Identify poverty issues in Canada and propose ideas for a more equitable society.

Evaluation:

- Demographic Assessment, 52 Marks : Weighted at 3
- Diversity Test : 30 Marks, Weighted at 2
- Social Injustice Project, 30 Marks : Weighted at 4
Unit 2 Title: DEMOCRACY AND GOVERNANCE IN CANADA
Approximate Instructional Time: 5 ½ weeks

Learning Outcomes:
• Give examples of ways in which government affects their daily lives.
• Describe Canadian parliamentary democracy.
• Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
• Describe the division of power and responsibilities of federal, First Nations, provincial, territorial, and municipal governments.
• Describe electoral processes and roles of political parties.
• Identify contemporary political leaders in Canada.
• Give examples of ways in which people can individually and collectively influence Canada’s political and social systems.
• Describe responsibilities and processes of the justice system in Manitoba.
• Describe Aboriginal perspectives on justice and law.
• Describe factors related to Aboriginal self-determination in Canada.
• Describe their responsibilities and rights as citizens of Canada and the world.
• Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.
• Describe their responsibilities and rights as francophone citizens of Canada and the world.
• Identify ways in which democratic ideals have shaped contemporary Canadian society.
• Assess the advantages and disadvantages of democratic processes in Canada.

Evaluation:
• Election Assessment, 25 Marks: Weighted at 3
• Law Comparison, 24 Marks: Weighted at 1
• Law, Order and Good Government Project, 55 Marks: Weighted at 4

Unit 3 Title: CANADA AND THE GLOBAL CONTEXT
Approximate Instructional Time: 5 ½ weeks
• Identify on a world map countries in which events of global significance are taking place.
• Evaluate Canadian perspectives regarding current global issues.
• Give examples of decisions that reflect the responsibilities of global citizenship.
• Compare media portrayals of current issues.
• Give examples of Canada’s connections with other nations.
• Give examples of Canada’s participation within international organizations.
• Evaluate Canada’s contributions to international aid and development.
• Assess the implications of Canada’s military role in contemporary conflicts.
• Describe characteristics of Canada as an industrialized nation.
• Evaluate implications of living in a consumer-based economy.
• Give examples of the cultural, political, and economic impact of globalization on Canada.
• Analyze possible consequences of their consumer choices.
• Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.
• Give examples of contributions of various Canadians to the global community. Include: arts and science.
• Describe Canada’s responsibilities and potential for leadership regarding current global issues.
• Identify opportunities and challenges regarding Canadian-American relationships.

Evaluation:
• Essay, 40 Marks : Weighted at 4
• Transnational Assignment, 28 Marks : Weighted at 2