

COURSE OUTLINE
SUBJECT: Social Studies 10

COURSE CONTENT:

- Students will learn some of the main themes in Canadian history from 1815 to 1914. These are detailed on the back page of this outline under the subheadings: Identity, Society and Culture; Governance; Economy and Technology and Environment (all from 1815 to 1914)

RESOURCE MATERIALS:

-Horizons: Canada Moves West by Cranny, Jarvis, Moles and Seney

STUDENT LEARNING – ACTIVITIES AND STRATEGIES:

-individual and cooperative learning in such activities as: debates, oral presentations, poster projects, written position responses, mind and concept maps, essay and reflective writing and others. Teaching activities and strategies are developed by each teacher.

ASSESSMENT AND EVALUATION:

The following assessment strategies are used:

- criterion referenced evaluation (marking according to criteria understood by the student)
- formative evaluation (ongoing assessment used to help students do better)
- summative evaluation (final exam)

MARKS ASSIGNMENT:

- 80% class assignments, including projects, homework, unit tests and quizzes. (these are normally formative and criterion referenced assessments.)
- 20% final exam (summative assessment)

POLICIES AND PROCEDURES:

- Students must submit all necessary assignments and tests in order to complete the course successfully.
- Students will be penalized for late assignments, unless previous arrangements with teachers have been made.

CRITERIA FOR YEAR-END TOP STUDENT/S PER GRADE

The Social Studies Department uses a combination of the following criteria to choose the top student/s in each course:

- percentage per term**
- participation in / contribution to the class**
- citizenship among peers in class**
- attendance in all classes**

All of the above criteria are considered important attributes, and top students will have to demonstrate a high degree of competency in each throughout the entire school year.

BC Ministry Of Education Prescribed Learning Outcomes For Social Studies 10

Please also see the weekly course planner produced for students by each Social Studies 10 teacher

Part A SKILLS AND PROCESSES OF SOCIAL STUDIES

A1 apply critical thinking skills, including

- questioning
- comparing
- summarizing
- drawing conclusions
- defending a position

A2 demonstrate effective research skills, including

- accessing information, collecting data, evaluating data, organizing information, presenting information, citing sources

A3 demonstrate effective written, oral, and graphic communication skills, individually and collaboratively

Part B IDENTITY, SOCIETY, AND CULTURE: CANADA FROM 1815 TO 1914

B1 analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts

B2 evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914

B3 evaluate the influence of immigration on Canadian society from 1815 to 1914

B4 describe the factors that contributed to a changing national identity from 1815 to 1914

PART C GOVERNANCE: CANADA FROM 1815 TO 1914

C1 describe the evolution of responsible government in Canada in terms of government structure and key contributing events

C2 analyse political, economic, social, and geographical factors that led to Confederation and to the development of Canada's provinces and territories

C3 describe the events of the Red River and Northwest Rebellions

C4 describe the structure and function of Canada's federal, provincial, and local governments

PART D ECONOMY AND TECHNOLOGY: CANADA FROM 1815 TO 1914

D1 assess the impact of Macdonald's National Policy on Canada

D2 analyse the influence of the following on Canada's economy from 1815 to 1914: - - resource development and decline, technological innovations

D3 describe the development of British Columbia's economy from 1815 to 1914

PART E ENVIRONMENT: CANADA FROM 1815 TO 1914

E1 describe the physiographic regions of Canada and the geological processes that formed these regions

E2 analyse how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914

E3 evaluate attitudes and practices in resource development in British Columbia from 1815 to 1914 and their impact on contemporary resource management.