**SOCIAL STUDIES 10-1**





**COURSE OBJECTIVES AND OUTLINE**

Fort Saskatchewan High School

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**HIGH SCHOOL SOCIAL STUDIES GENERAL OBJECTIVES**

Students will explore multiple perspectives on the origins of globalization and the local, national, international impacts of globalization on lands, cultures, and economies, human rights, and quality of life. Students will examine the connections and skills needed for citizenship and identity in a globalizing world. Examining multiple perspectives will allow students to understand the effects of globalization on Canada and the world, including the impact on Aboriginal and Francophone communities.

The student will:

* understand the impact of globalization on their own lives
* evaluate the impact of historical globalization on indigenous and non-indigenous peoples
* evaluate economic, environmental, and political impacts of globalization
* consider their roles and responsibilities as Canadian students

**Benchmark Skills and Processes**

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-1:

**Thinking Aspects:**

In this category students are asked to demonstrate their proficiency in

* Critical and creative thinking
* Historical thinking
* Geographic thinking
* Decision making and problem solving

**Communication:**

In this category students are asked to demonstrate their proficiency in

* + Oral, visual and written literacy
	+ Media literacy

**Inquiry:**

In this category students are asked to demonstrate their proficiency in

* + Using the inquiry method to deliberately investigate Related Issue One (Identity), Two (Historical) , Three (Contemporary) and Four (Citizenship)
	+ Gathering of information through research to support opinions
	+ Demonstrating deep understanding of multiple perspectives on issues

**IN SOCIAL STUDIES 10-1 YOU WILL LEARN ABOUT**

 **“THE PERSPECTIVES ON GLOBALIZATION”**

**Throughout Social Studies 10-1 the single key issue/outcome and the four related issues that will be studied are:**

***Key Issue: Key Outcome:***

To what extent should we embrace globalization? Students will understand, assess and respond to the complexities of globalization

***Related Issues: General Outcomes:***

1. To what extent should globalization shape Students will explore the impacts of globalization on

 identity? their lives.

2. To what extent should contemporary society Students will access the impacts of historical

 respond to the legacies of historical globalization in indigenous and non-indigenous

 globalization? peoples.

3. To what extent does globalization contribute to Students will assess economic, environmental and

 sustainable prosperity for all people? other contemporary impacts of globalization.

4. To what extent should I, as a citizen, respond to Students will assess their roles and responsibilities in

 globalization? a globalizing world.

**IMPLEMENTING THE OBJECTIVES**

**Current Events:**

Current events discussions will be incorporated into daily activities. Students will be expected to actively seek out information on news related items from such sources as newspaper, television, internet or radio.

**Assignments:**

Assignments may include a variety of projects such as textbook reading questions, group projects, presentations, essays, current events projects, debates, and research based activities. Students will be given some in-class time to work (if time is used effectively) but should expect homework assignments as well. If a summative assessment is not turned in on the expected due date – an alternate assignment **may** be assigned at that time. Exceptions will be made, but only if a note from your parents/doctor is turned into the teacher. This alternate assignment will be due within two weeks. If it is not turned in within the agreed upon time period, you **may** be awarded a zero.

**Exams:**

Students will be learning effective exam writing skills. Students will be tested on the related issues and general outcomes, using a wide variety of testing techniques. Multiple choice, essay format, short answer, matching, true and false type questions may be found on quizzes and exams throughout the semester. If you are away during an exam you **must** make up that missed exam. If a missed exam is not written within a reasonable timeframe, you **may** be awarded a zero.

**Resources:**

• Assigned textbook: ***Exploring Globalization*** *(Gardner & Lavold)*

• Research resources including: maps, magazines, newspapers, films, internet, etc.

**Supplies required:**

• Binder, dividers, lined paper, blank paper, highlighter, pens, pencils, ruler, eraser, etc.

**TEACHERS DO NOT GIVE GRADES, YOU EARN THEM**

***HERE’S HOW:***

**Term** Marks will include: **Final** Mark includes:

Thinking Aspects - 30% Term Work - 70%

Communication - 30% Final Assessment - 30%

Inquiry - 10%

\* All major assignments will be completed under the direct supervision of the teacher. If, for any reason, ANY aspect of the assignment is completed outside of this supervision, the teacher has the sole discretion to OMIT the assignment. In these situations, the teacher also has the discretion to replace the assignment with an alternate one.

\* All types of summative assessments will be important in determining your final grade. However, in order to facilitate your success in these areas, numerous formative assessments will be used. **All** assessments count, some for marks and some for feedback.

**Social 10-1 Summative Assessment Plan**

**Unit One:**

 Inquiry Presentation: *Social Dimensions of Globalization*

Unit Assessment: In-Class Multiple Choice Exam

Unit Assessment: In-Class Three Source Written Analysis

**Unit Two:**

 Inquiry Project: *Historical Globalization: Four Corners Debate*

 Unit Assessment: In-Class Persuasive Essay

Unit Assessment: In- Class Multiple Choice Exam

Unit Assessment: In-Class Three Source Analysis

**Unit Three:**

 Unit Assessment: Take Home Persuasive Essay

Unit Assessment: In-Class Three Source Written Analysis

Unit Assessment: Unit Exam - Multiple Choice / Short Answer/ Matching

**Unit Four:**

Micro-financing Portfolio: *Kiva*

GENERAL INFORMATION REGARDING

**PARTICIPATION, WORK ETHIC, ATTITUDE**

As all learning is process oriented, students’ attitudes, work ethic, and participation levels are evaluated and/or recorded. Here are some examples of what I am expecting from you:

● Attending - providing notes so absences may be “excused”

● Following all classroom rules (refer to rules and expectations sheet)

● Participating in class discussions / question and answer sessions

● Participating in small group activities and warm-ups

● Following instructions

● Working productively during class time

● Completing assignments

● Working co-operatively with others

● Respecting the rights of others (including the teacher) to speak or participate

● Putting in a concerted effort toward all activities / assignments

● Coming to class prepared to work (and on time)

● Remaining open-minded to and respecting others’ opinions

● Displaying a generally positive attitude toward the course and classmates

● Remembering that everyone has a right to learn and be heard

