



DESCRIPTION OF COURSE

Social studies, as defined in the BC curriculum, is a multidisciplinary subject that draws from the social sciences and humanities to study human interaction and natural and social environments.

The overarching goal of social studies is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments. The curriculum provides students with opportunities as future citizens to critically reflect upon events and issues in order to examine the present, make connections with the past and consider the future.

Through their participation in social studies, students are encouraged to:

- understand and prepare to exercise their roles, rights, and responsibilities within the family, the community, Canada, and the world
- develop an appreciation of democracy and what it means to be a Canadian
- demonstrate respect for human equality and cultural diversity
- think critically, evaluate information, and practice effective communication

The aims of the teaching and learning of MYP humanities are to encourage and enable the student to:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities.

FUNDEMENTAL IB CONCEPTS

This course addresses the fundamental IB concepts in the following ways.

International Mindedness: We will be learning from perspectives and contexts from diverse opinions and ways of being.

Intercultural Awareness: In all lessons, research, and discussion we aim to consider alternative perspectives and build understanding of our own cultures and those of others.

Communication: We work to articulate ourselves through writing, reading, oral language, and electronic presentation.

Holistic Learning: In all lessons, research, and discussion we consider issues dealing with emotional and social wellness.

Canada:1815-1914: Course Units

**Subject to possible changes through the year*

Humanities Year 5 / Social Studies 10 Units	
CANADIAN IDENTITY	<i>Key Concept: Culture</i>
1. What is Canadian Identity?	
GEOGRAPHY OF CANADA	<i>Key Concept: Systems</i>
2. How has physical and natural geography shaped Canada and Canadians?	
CANADA – A NATION FORMED	<i>Key Concept: Change</i>
3. What caused the colonies of Upper and Lower Canada to rebel?	
4. Why did British North America become the Dominion of Canada?	
WESTERN EXPANSION	<i>Key Concept: Change</i>
5. How did Western expansion affect European Canadians and First Nations peoples?	
6. How did Western expansion develop the province of British Columbia?	
7. How would Confederation and Western expansion lead Canada into the 20 th Century?	

8. How can we atone for the mistakes of our past?

****Current events will be part of the course both informally and as a method for assessment.***

METHODOLOGY and ASSESSMENT

This course will incorporate multiple ways of learning including discussion, lecture, project-based work, cooperative learning, reflection, group inquiry and individual inquiry. Throughout the year, students will complete a variety of assessments, including *at least* one piece of extended writing (essay), a test, and another assignment such as a webpage, annotated bibliography, a case study, a presentation, etc. Please go to the school website to view the criteria which will be used to assess students' achievement in this course.

The assessment process reveals what a student understands, knows and can do. The evaluation process indicates the quality of performance based on learner outcomes (curriculum). Assessment and evaluation provide ongoing feedback to teachers, students and parents in order to enhance student learning. Assessment and evaluation are employed when teachers gather information (*diagnostic*), monitor student progress (*formative*), and evaluate achievement of learning outcomes for the purpose of report card marks (*summative*).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts using the areas of interaction
- promote the development of higher-order cognitive skills by providing rigorous final objectives valuing these skills
- reflect the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student
- ***There will be a school based final exam in June 2013 worth 20% of the year's mark.***

MAJOR INSTRUCTIONAL MATERIALS / RESOURCES

- Students will not need a textbook for this course, though we will keep a set in the class as a secondary resource
- Throughout the year, films and documentaries will be used to compliment regular instruction and learning
- Online resources will be used for several assignments and lessons

INCOMPLETE OR LATE SUBMISSIONS

Incomplete or late submissions of assignments or projects is not acceptable. If the student is absent they must have an excused absence substantiated by either myself or the office. All assignments will then be handed in on the first class back, unless an agreement has been made between myself and the student due to unforeseen circumstances.

Assignments not handed in will receive a NHI (0) until they are submitted.

For major assignments such as essays and projects students will be given a penalty of 5% a calendar day for late assignments. Students are reminded that assignments, projects and essays are their responsibility.

ABSENCES AND LATES

Unexcused absences are not acceptable and any information missed must be made up on the student's time. If there is an unexcused absence on the day of a test or quiz, the absence will be seen as skipping, and the student will receive a mark of 0. In case of illness or unforeseen excused absence(s) students are expected to notify the office and myself as soon as possible via email or voicemail. Students are also expected to make up any work they have missed.

Two lates per term are given to students, as mistakes and unforeseen circumstances do occur. However frequent lates will affect a student's work habits and may result in further action being taken depending on the frequency.

FOOD, DRINKS AND ELECTRONIC DEVICES

Please note that food and drinks (other than water) are not allowed in classrooms at Rockridge Secondary. All cell phones should be turned off during class time. I-PODs and other MP3 devices should not be used during class time,

unless specifically allowed by myself during personal work. Laptops are allowed for class use, however improper use of laptops during class time will result the removal of laptop privileges.

CLASSROOM BEHAVIOUR

Students are always expected to act in a courteous and respectful manner to other students and myself. This means that no one should be interrupted or insulted in any manner. Students should refrain from speaking while others are speaking and should raise their hand to participate. **Participation is encouraged at all times and is essential for success.**