



## Social Studies 11 Explorations Course 2019-2020

**Course Synopsis:** Social Studies 11 will offer opportunities to ‘explore’ a variety of Social Studies senior elective course offerings while still covering the Curricular and Core Competencies. In this course you will be learning to use Social Studies inquiry processes and skills to ask questions, gather, interpret and analyze ideas, and communicate findings and decisions about our world and our shared history.

### Goals:

The BC Social Studies curriculum contributes to students’ development as educated citizens through the achievement of the following goals.

Students are expected to

- develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views
- develop an understanding of the connections between the past, present, and future and the people, events, and trends that have shaped the development and evolution of societies, especially our own. A complete understanding of Canada’s past and present includes developing an understanding of the history and culture of Canada’s Indigenous peoples.
- develop an understanding of the interaction between humans and the environment, the impact of the physical environment on the development of human societies and cultures, and the impact of humans on the environment — understanding these interactions involves developing spatial awareness about geophysical features and human impacts
- develop an understanding of the rights and responsibilities of citizenship and the democratic system of government, including how decisions are made at the individual, group, local, provincial, and national levels, and how to get involved in the political process and express their opinions effectively
- develop an understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests.

**Rationale:**

The main purpose of the Social Studies curriculum is to develop graduates who have the knowledge, skills, and competencies to be active, informed citizens.

An informed citizen understands key historical, geographical, political, economic, and societal concepts, and how these different factors relate to and interact with each other. Students cannot gain this understanding passively through a broad survey of topics and or by receiving knowledge from authoritative sources. Students must build deep understandings and create their own knowledge through investigations into interesting, open-ended questions, debating and discussing historical and contemporary issues, and developing and supporting their own hypotheses, solutions, and conclusions.

Social Studies offers students the opportunities to build those understandings and knowledge. It draws on topics from disciplines within the humanities and social sciences, primarily history, geography, political science, and economics, with contributions from other disciplines such as sociology, psychology, and anthropology. Uniting these disciplines is their focus on human activities, behaviours, and interactions with both other humans and the environment.

While Social Studies draws on topics from many different disciplines, the curriculum places greater emphasis on developing disciplinary thinking skills through six major thinking concepts: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment. These thinking concepts were originally developed to outline historical thinking, but have been adapted to include some of the ways that geographers, economists, and political scientists think about topics.

Students can apply these concepts in today's world of easy access to information about virtually any topic from sources around the globe. This access to information of uncertain quality and accuracy makes it more important than ever to teach students the skills needed to gather, assess, analyze, and synthesize information and ideas from multiple sources. Once students have gathered and analyzed information, they will use it to solve problems, make decisions, and communicate their ideas effectively.

Students can apply the skills they learn in Social Studies to a wide range of post-secondary programs or in future careers. The disciplines within Social Studies develop students' abilities to think analytically and solve problems. Students will have opportunities to conduct quantitative and qualitative research and learn how to collect and interpret data. They will learn to communicate their findings through a variety of methods such as written reports, oral presentations, graphics, and statistics. Studying human interactions and the relationship between humans and the environment can lead to a variety of different careers, such as ones in research, marketing, law, and public service.

Through the Social Studies curriculum, students will have opportunities to explore and better understand their own identity, perspectives, and values as well as develop the competencies that encourage active, informed citizenship. They will develop the ability to think critically, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view. They will be empowered to stay informed about public policy and take action on issues important to them.

The knowledge, skills, and competencies developed throughout the Social Studies curriculum will prepare students to participate in society as responsible citizens.

**Aboriginal Worldviews and Catholic Principles:**

This course would also incorporate the aboriginal value of experiential learning. There is a focus on various cultures, including aboriginal culture. Prejudice, stereotypes, and discrimination are studied in a general sense. Lastly, the course will also build on faithful relationships within the Catholic religion.

## BIG IDEAS

Rapid industrialization, urbanization, and economic growth in Asia in the late 20th century have created complex social, political, and environmental challenges.

Cultural expressions convey the richness, diversity, and resiliency of B.C. First Peoples.

Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.

Physical features and natural resources influence demographic patterns and population distribution.

Understanding how political decisions are made is critical to being an informed and engaged citizen.

The rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities.

Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.

Religion can powerfully shape social, political, legal, and environmental values.

The implementation of economic theories has profound effects on social and political decision making and movements.

The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted.

A society's laws and legal framework affect many aspects of people's daily lives.

Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs.

Social justice initiatives can transform individuals and systems.

Decision making in urban and regional planning requires balancing political, economic, social, and environmental factors.

## Learning Standards:

Curricular Competencies	Content
<p data-bbox="128 250 663 282"><i>Students are expected to do the following:</i></p> <p data-bbox="128 342 936 375">By the completion of Social Studies 11, students will be able to</p> <ul data-bbox="176 415 1136 1045" style="list-style-type: none"><li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li><li>• Assess the significance of people, places, events, phenomena, ideas, or developments (significance)</li><li>• Assess the credibility and justifiability of evidence, data, and interpretations (evidence)</li><li>• Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)</li><li>• Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)</li><li>• Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)</li><li>• Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)</li></ul>	<p data-bbox="1192 250 1766 282"><i>Students are expected to know the following:</i></p> <ul data-bbox="1241 415 1969 1484" style="list-style-type: none"><li>• Social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)</li><li>• colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)</li><li>• current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)</li><li>• natural resource use and local, regional, national, or global development (adapted from Human Geography 12)</li><li>• economic development in Asia (adapted from Asian Studies 12 – 1850-present)</li><li>• systems of power and governance in global cultures (adapted from Comparative Cultures 12)</li><li>• diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12)</li><li>• rights of individuals in Canada (adapted from Law Studies 12)</li><li>• representations of natural and human-made phenomena (adapted from Physical Geography 12)</li><li>• methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)</li><li>• fundamental nature of knowledge, existence, and reality (adapted from Philosophy 12)</li><li>• sacred texts, traditions, and narratives of cultures (from Comparative World Religions 12)</li></ul>

- contemporary theories of money and investment (adapted from Economic Theory 12)
- recognition of and responses to genocide (from Genocide Studies 12)
- global issues in urbanization (adapted from Urban Studies 12)

## ELABORATIONS:

### *EXPLORATIONS IN SOCIAL STUDIES 11 (Political Studies, Genocide Studies, Philosophy)*

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:</b></li> </ul> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> <li>○ How does the media influence our understanding of current issues in local, regional, national, or global politics? (Political Studies 12)</li> <li>○ What evidence is used in war crime trials? Compare and contrast the evidence presented in two or more trials. Why aren't all perpetrators brought to justice? (Genocide Studies 12)</li> <li>○ Why do we exist? What is real? What is not? Is there something beyond reality? Do we have free will? What are time and space? (Philosophy 12)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Assess the significance of people, places, events, phenomena, ideas, or developments (significance):</b></li> </ul> <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> <li>○ Assess the significance of current issues in politics (make decisions about what is significant; rank issues in order of significance). (Political Studies 12)</li> <li>○ Design a museum commemorating a genocide (e.g., Armenian or Beothuk). What would you include? Explain why. (Genocide Studies 12)</li> <li>○ Assess the significance of philosophers (make decisions about who is significant; rank them in order of significance) in the development of an idea (e.g., Plato and Socrates on free will). (Philosophy 12)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12):</b></li> </ul> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"> <li>○ current events</li> <li>○ fake news and post-truth</li> <li>○ authenticity of websites and other sources</li> <li>○ diverse forms of media</li> <li>○ freedom of the press and freedom of expression</li> <li>○ local news</li> <li>○ media ownership</li> </ul> <ul style="list-style-type: none"> <li>• <b>recognition of and responses to genocide (from Genocide Studies 12):</b></li> </ul> <p><i>Sample topics:</i></p> <ul style="list-style-type: none"> <li>○ recognition and responses (e.g., apologies, reparations, redress, reconciliation, memorialization)</li> <li>○ international intervention</li> <li>○ memorials and museums</li> </ul>

## Curricular Competencies

- **Assess the credibility and justifiability of evidence, data, and interpretations (evidence):**

### *Sample activities:*

- Assess the credibility and justifiability of the media's representation of different issues. (Political Studies 12)
- Describe the arguments and the "evidence" used by people or groups who deny genocide. How is evidence of genocide best presented and published? (Genocide Studies 12)
- Assess arguments about the nature of reality (e.g., Heraclitus and Parmenides on reality). (Philosophy 12)

- **Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change):**

### *Sample activities:*

- Identify the trends and patterns of the media's portrayal of different issues. (Political Studies 12)
- Explain how representations of genocide by the media have changed over time in different places. (Genocide Studies 12)
- Track the idea of matter over time (e.g., from Democritus to modern quantum physics). (Philosophy 12)

- **Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence):**

### *Sample activities:*

- Explain the causes and consequences of current issues. (Political Studies 12)
- Explain the impacts of genocide on people and places (e.g., the formation of Israel). (Genocide Studies 12)
- Assess the impact of Aristotle's ideas about reality on present-day understandings of what is real. (Philosophy 12)

## Content

- ***Study of existence and reality (adapted from Philosophy 12):***

### *Sample topics:*

- existence
- reality
- free will
- time and space

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• <b>Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective):</b></li> </ul> <div style="background-color: #f0f0f0; padding: 5px; margin: 5px 0;"> <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> <li>○ Explain multiple perspectives on current issues. (Political Studies 12)</li> <li>○ Explain Empedocles’s cosmic cycle in relation to Einstein’s notion of relativity and time. How do they differ and why? (Philosophy 12)</li> </ul> </div> <ul style="list-style-type: none"> <li>• <b>Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment):</b></li> </ul> <div style="background-color: #f0f0f0; padding: 5px; margin: 5px 0;"> <p><i>Sample activities:</i></p> <ul style="list-style-type: none"> <li>○ Make ethical judgments about the fairness of reports in the media. (Political Studies 12)</li> <li>○ Identify and describe the barriers to the creation of international law regarding genocide and crimes against humanity. (Genocide Studies 12)</li> <li>○ Make ethical judgments about why things matter, even if they might not be real. (Philosophy 12)</li> </ul> </div>	

### ***EXPLORATIONS IN SOCIAL STUDIES 11 (Human Geography, Contemporary Indigenous Studies, Social Justice)***

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:</b></li> </ul> <div style="background-color: #f0f0f0; padding: 5px; margin: 5px 0;"> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> <li>○ What are the most significant environmental issues for First Peoples in Canada today? (Human Geography 12, Contemporary Indigenous Studies 12)</li> <li>○ What would be a feasible course of action to address these issues? (Social Justice 12)</li> </ul> </div> <ul style="list-style-type: none"> <li>• <b>Assess the significance of people, places, events, phenomena, ideas, or developments (significance):</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>natural resource use and local, regional, national, or global development (adapted from Human Geography 12):</b></li> <li>• <b>colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12):</b></li> <li>• <b>methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12):</b></li> </ul>

Curricular Competencies	Content
<p><i>Sample activity:</i></p> <ul style="list-style-type: none"> <li>○ Identify the most significant issues regarding resource use in First Peoples territories in Canada today. (Human Geography 12, Contemporary Indigenous Studies 12)</li> </ul> <p>• <b>Assess the credibility and justifiability of evidence, data, and interpretations (evidence):</b></p> <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> <li>○ Critique the justifiability of opposing accounts about climate change. (Human Geography 12, Social Justice 12)</li> </ul>	<p><i>Sample topics:</i></p> <ul style="list-style-type: none"> <li>○ climate change</li> <li>○ activism</li> <li>○ Introduction to Social Justice</li> <li>○ Social Justice Beliefs and Values</li> <li>○ Research Skills</li> <li>○ Poverty</li> <li>○ Aboriginal Peoples and the Law</li> <li>○ Women and Social Justice</li> <li>○ Globalization</li> <li>○ land ownership</li> <li>○ sustainability</li> <li>○ treaty rights</li> <li>○ Indian Act</li> <li>○ clean water access</li> <li>○ war crime trials</li> <li>○ environmental protection</li> <li>○ opposition to resource extraction</li> </ul>

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions:</b></li> </ul> <p><i>Key questions:</i></p> <ul style="list-style-type: none"> <li>○ What are the most significant environmental issues for First Peoples in Canada today? (Human Geography 12, Contemporary Indigenous Studies 12)</li> <li>○ What would be a feasible course of action to address these issues? (Social Justice 12)</li> </ul> <p>• <b>Assess the significance of people, places, events, phenomena, ideas, or developments (significance):</b></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>natural resource use and local, regional, national, or global development (adapted from Human Geography 12):</b></li> <li>• <b>colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12):</b></li> <li>• <b>methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12):</b></li> </ul> <p><i>Sample topics:</i></p>

Curricular Competencies	Content
<p><i>Sample activity:</i></p> <ul style="list-style-type: none"> <li>○ Identify the most significant issues regarding resource use in First Peoples territories in Canada today. (Human Geography 12, Contemporary Indigenous Studies 12)</li> </ul> <p>• <b>Assess the credibility and justifiability of evidence, data, and interpretations (evidence):</b></p> <p><i>Sample activity:</i></p> <ul style="list-style-type: none"> <li>○ Critique the justifiability of opposing accounts about climate change. (Human Geography 12, Social Justice 12)</li> </ul>	<ul style="list-style-type: none"> <li>○ climate change</li> <li>○ activism</li> <li>○ Introduction to Social Justice</li> <li>○ Social Justice Beliefs and Values</li> <li>○ Research Skills</li> <li>○ Poverty</li> <li>○ Aboriginal Peoples and the Law</li> <li>○ Women and Social Justice</li> <li>○ Globalization</li> <li>○ land ownership</li> <li>○ sustainability</li> <li>○ treaty rights</li> <li>○ Indian Act</li> <li>○ clean water access</li> <li>○ war crime trials</li> <li>○ environmental protection</li> <li>○ opposition to resource extraction</li> </ul>

### Recommended Instructional Components:

#### Instructional Strategies:

This big ideas and essential questions that have guided the development of these social studies courses are pertinent, provocative, and ethically-challenging, and require students to engage in deep and critical self-reflection, collaborative work, and discussion. Many opportunities are provided for multi-dimensional inquiry as well as hands-on activities. Students have many opportunities for self-directed learning through the critical questions and problem-based tasks, projects and assignments presented throughout the course. These instructional strategies are designed to engage students in authentic intellectual work that will have value beyond the doors of the school.

- Direct instruction
- Indirect instruction
- Demonstrations
- Interactive instruction

- Independent instruction
- Modelling
- Student creativity (portfolio, brochures, posters, presentations, etc.)
- Brainstorming
- Critical thinking
- Reading and writing
- Cooperative group work
- PowerPoint presentations
- Analysis of film and video works
- Self-checklists
- Reflections
- Analyzing case studies
- Field experiments (surveys, etc.)

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

**Assessment Strategies:**

Assessments are varied, and flexible providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning.

Formative and Summative assessments will be ongoing through clear criteria, checklists, rubrics, questions, quizzes (primarily help with understanding of the material), and unit tests. There will be ongoing peer and self-assessment.

- Peer and Self-Assessments
- Performance Assessments

- Oral Presentations
- Quizzes and Exams
- Discussion Participation
- Educational Games

---

### **Assessment and Evaluation:**

Assignments	25%
Presentations/Research Project(s)	20%
Unit Tests/Quizzes	20%
Midterm Exam	15%
Final Exam	20%

### **You will need:**

#### **Your Text Book(s)- refer to Learning Resources section**

3 ring binder and loose leaf paper

pens - blue or black only

pencil, eraser, ruler, pencil crayons, scissors, and glue

### **Classroom Expectations**

There is no reason why every student should not meet the expectations as written in the “G” section of the “Work Ethic Indicators” found on this page.

### **Explanation of Work Ethic Indicators**

#### **G**

You arrive to class on time, prepared with all your supplies, notebooks, texts and other related materials. All your work (home and in class) is completed to the best of your ability. You are making every effort to meet deadlines and due dates and are doing your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects. You work well in individual and group situations and you appear to be doing your best. You willingly participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display good work habits and effort in all that you do.

#### **S**

Most of the time you arrive to class on time and are prepared with all your supplies, notebooks, texts and other related materials. Most of your work (home and in class) is completed to the best of your ability. Although you occasionally miss handing in an assignment, you are making an honest effort to meet deadlines and due dates. You usually do your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects with only occasional lapses. You work fairly well in individual and group situations and, on most occasions,

**\*\* Note:** Teacher reserves right to make alterations to outline as he sees fit.

---

appear to be doing your best. You are willing to participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display satisfactory work habits and effort most of the time.

**N**

You frequently arrive unprepared for class. You are sometimes missing supplies, notebooks, texts and other related materials. On occasion, you are reluctant to put forth the effort to keep your materials and assignments organized. Homework and assignments are often incomplete or poorly done. During class, you are sometimes unfocused and easily distracted. You participate infrequently in class discussions. You sometimes treat yourself, peers and adults with a lack of the respect inherent in the Gospel values. Your work habits need to improve.

---

**Learning Resources:**

**Textbook:** *B.C First Nations Studies* by Queen's Printer, Kenneth Campbell, Charles Menzies, Brent Peacock (digital copy on website: [boliveira.weebly.com](http://boliveira.weebly.com)).

**Textbook:** *Genocide: A Comprehensive Introduction* by Adam Jones (digital copy on website: [boliveira.weebly.com](http://boliveira.weebly.com)).

**Textbook:** *Counter Points: Exploring Canadian Issues* by Michael Cranny and Garvin Moles (digital copy on website: [boliveira.weebly.com](http://boliveira.weebly.com)).