



Sutherland Secondary School

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Room D208



2011-2012 Course Outline

Subject: Social Studies Grade: 11 Teacher Name: Kevin J. Benoy

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Weekly plans for lessons are posted at my blogsite:

<http://kjbenoy.blogspot.com>

Assignments and additional materials are posted on the Social Studies 11 page of my website – link from:

<http://sites.google.com/site/kbenoy/>

All students should use the resources at *The Basics of Effective Learning*. This is a website designed to provide study skills and school coping techniques. Designed for US College students it is absolutely applicable to all levels of high school as well:

<http://www.bucks.edu/~specpop/index.htm>

General Learning Outcomes (Social Studies 11):

In this study of Canada's 20th century history, government and involvement in contemporary world geographical issues, provincial curriculum expectations (<http://www.bced.gov.bc.ca/irp/ss11.pdf>) include the following:

- Skills and Processes – students will: identify and use approaches from the social sciences and humanities to examine Canada and the world; communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences; demonstrate the ability to think critically, including the ability to: define an issue or problem, develop hypotheses and supporting arguments, gather relevant information from appropriate sources, assess the reliability, currency, and objectivity of evidence, develop and express appropriate responses to issues or problems, reassess their responses to issues on the basis of new information, assess the influence of mass media on public opinion, develop, express, and defend a position on an issue, and explain how to put the ideas into action; demonstrate skills associated with active citizenship, including the ability to: collaborate and consult with

others, respect and promote respect for the contributions of other team members, interact confidently; assess the role of values, ethics, and beliefs in decision making; demonstrate appropriate research skills, including the ability to: develop pertinent questions about a topic, an issue, or a situation, collect original data, use a range of research tools and resources, compile and document task-specific information from a wide variety of print and electronic sources, present and interpret data in graphic form, evaluate and interpret data for accuracy, reliability, bias, and point of view, understand the nature of and appropriate uses for primary and secondary sources; recognize connections between events and their causes, consequences, and implications; demonstrate mapping skills, including the ability to organize and synthesize various types of mapping data, demonstrate awareness of current geographical technology; demonstrate awareness of the value of social studies education in their daily lives and careers.

- Studying Social Issues, students will: identify elements that contribute to the regional, cultural, and ethnic diversity of Canadian society; identify major Canadian social policies and programs and their impact on Canadian society; describe the role of women in the development of Canadian society; compare and contrast forces that have united and divided Canadians during the 20th century, including Quebec separatism; devise and defend a personal definition of what it means to be Canadian; recognize the importance of both individual and collective action in responsible global citizenship; identify and assess social issues facing Canadians .
- Studying Cultural Issues, students will: describe the history and contributions of Canada's French and English cultures in shaping Canadian identity; describe the role of Canada's First Nations peoples in shaping Canadian identity; describe the role of cultural pluralism in shaping Canadian identity; identify the contributions of the arts in reflecting and shaping Canadian identity; identify and assess cultural issues facing Canadians;
- Examining Political Issues, students will: describe Canada's evolution as an independent nation; identify the structure and operation of Canada's federal, provincial, and municipal governments; explain Canada's political system and contrast it with other political systems; demonstrate understanding of the history and present status of Aboriginal land claims and self-government in Canada; explain how political spheres of influence have changed throughout the world during the 20th century; describe Canada's role in international conflicts, including World War I and World War II, and assess the impact on Canada; describe and assess Canada's participation in world affairs; identify and assess political issues facing Canadians.
- Studying Legal Issues, students will: identify the major provisions of the Canadian Constitution, the Canadian Charter of Rights and Freedoms, and human rights legislation; describe the fundamental principles of the Canadian federal and provincial legal systems, including the rule of law; demonstrate awareness of how to access the various levels of government in Canada; demonstrate awareness of the provisions of the Indian Act and its impact on the citizenship of Aboriginal Canadians; identify and assess critical legal issues facing Canadians.
- Studying Economic Issues, students will: describe the stages of economic activity, including the acquisition of resources, production and distribution, the exchange of goods and services,

and consumption; describe economic cycles in Canada and the world, including the Great Depression; demonstrate awareness of disparities in the distribution of wealth in Canada and the world; assess implications of industrial and technological development for societies and cultures; identify and assess economic issues facing Canadians.

- Studying Environmental Issues, students will: explain the environmental impact of economic activity, population growth, urbanization, and standard of living; apply the following themes of geography to relevant issues: location (a position on the earth's surface), place (the physical and human characteristics that make a location unique), movement (the varied patterns in the movement of life forms, ideas, and materials), regions (basic units of study that define an area with certain human and physical characteristics), human and physical interaction (the way humans depend on, adapt to, and modify the environment); identify the geographical forces shaping Canada's position among nations; identify and assess environmental issues facing Canadians.

This course has a provincial final exam valued at 20% of the course mark.

Course Content:

Social Studies 11 continues the study of contemporary Canada, which was introduced in grade 10. The focus at the grade 11 level is government, politics, and recent Canadian history. Students will, in addition, examine Canada's relations with the rest of the world. The transition to a global perspective will be made through an investigation of such major concerns as population growth, the distribution of resources, and the impact of industrialization and technology on modern society. Geographic knowledge and skills previously acquired are reinforced and expanded. The discussion of current events is considered integral to this course.

Resource Materials:

Textbooks: Michael Cranny & Garvin Moles, *Counterpoints*. Bruce Bartlett, Richard Craig & Gregory Sass, *Towards Tomorrow; Canada in a Changing World; Government*; Kevin J. Benoy et. al., *The 21st Century World* (optional).

Texts will be supplemented with teacher-produced text and media resources, slide presentations, filmstrips, videos, DVDs and material selected from Internet sources.

Student Learning: Activities and Strategies:

Research indicates that students learn in many ways, so most material is presented and studied in several forms. Covering most material, students will see, read, discuss and present information to master it. Homework will be assigned daily. In addition, students will write short (generally paragraph to 2 page length) assignments regularly, and several essays (3+ pages) during the term. In Mr. Benoy's class, most assignments will be individual; however, a small number of group assignments will also be given. Homework will be checked on a random basis and marked for completion; other assignments will be graded for completion, content and presentation,

according to criteria provided when the assignment is given. All assignments must be completed, since every assignment is designed to help students grasp course content. All learning requires repetition and regular re-examination of what has been studied, so there will be regular testing at the end of each unit and a final exam at the end of the semester. The purpose of testing is to cause students to look at material repeatedly, as well as to provide regular feedback on student progress.

Assessment and Evaluation:

Course work is evaluated regularly and students should check their marks, posted (generally weekly) by student number on the front wall of the classroom. Marks in this class are cumulative throughout the year; marks are not separated by term, nor are they scaled or assigned to bins with different percentage weights. Students can easily keep track of their own class work marks by dividing the number of marks earned into the total value of assignments given.

Assignments must be handed in on time unless prior arrangements are made or a parent or guardian's note confirms exceptional circumstances. Late deductions will be imposed on assignments submitted late without a valid excuse. Variances are possible for exceptional circumstances. No mark will be reduced below a 50% total by a late deduction and late work can be submitted any time up to the final day of classes. If a student's overall mark is under 50% at the time that a late assignment is submitted, no late deduction will be made. This is to ensure that all students are always in a position where a pass can be earned. The only exception to this is for homework checks (marked out of 3), which, because the mark is based on process and not content, cannot be handed in late.

Short assignments will be marked within a day or two. Long assignments may take up to a week to be evaluated. Generally work is marked and handed back the next day.

Marks Assignment:

Class work is worth 80% of the final grade. The Provincial final exam is valued at 20%.

Grades are assigned as follows: A 86%+; B 73-85%; C+ 67-72%; C 60-66%; C- 50-59%; D 40-49%; E 39% or less.

Extra Help:

Social Studies teachers are always prepared to provide additional out-of-class help. Simply ask. Mr. Benoy's official tutorial times are immediately after school on Mondays and Fridays; However, he arrives early, leaves late, and spends most lunch and break times in his room (D208), or in the photocopy room next to the office. Come and ask for help or make an appointment. If he is unavailable because of meetings or team commitments, do not hesitate to e-mail him at the address given at the start of this document. It is also possible to talk to another Social Studies teacher; we are here to help all students, not just those in our own sections.

Policies and Procedures:

Students must behave maturely, respecting themselves, others, and the learning environment, while abiding by the Sutherland Code of Conduct at all times. Do not damage the property of others or use it without prior permission.

Much of what we learn comes from our experiences in the classroom, so it is important that students attend. If a class is missed, it is up to the student to make up work and catch up with the rest of the class. Be sure to use Mr. Benoy's blog to keep on top of what is happening in your absence. A note is required to confirm the validity of absences. Students can expect zero grades for missed tests or assignments because of skipping.

Students are expected to be punctual. If one arrives late, he or she should enter at a convenient moment to avoid disrupting the class. Be sure that the teacher knows you have arrived so as to avoid attendance record errors. Latecomers will receive zeros for homework checks or early surprise quizzes.

Quiet talking is permitted when students are working independently, provided that other students are not distracted or disturbed and that work on assignments is not hindered. When the teacher, a student, or guest is addressing the class, all are expected to pay attention and remain silent. Hands must be raised to indicate a question or request. Please leave music players at home. They are often damaged or lost at school and are frequently played at volume levels that disturb others, even though headphones are worn, causing long-term damage to the hearing of the user. Cell phones must be turned off during the school day. Paper translating dictionaries may be used **if** the teacher has examined them in advance, but electronic devices may not be present during testing.

Cheating and plagiarism (the use of the words of others without properly crediting them) are serious offenses. Please see the Sutherland Personal Agenda Book for consequences.

Students should use the washroom outside class time, except for emergencies.

The teacher's permission is needed to leave the classroom. It is important that the teacher knows exactly where everyone is in case of an emergency. Return to class promptly.

Place this Outline and Expectation form in your Social Studies Binder.