

Name/Date:

**MR. THIELMANN • D.P. TODD SECONDARY • SPRING 2017**  
**SOCIAL STUDIES 10: A JOURNEY THROUGH CANADA 1919-2018**



We will journey through many topics and themes that have shaped Canada over the last century -- it will be a bit like the old canoe trips of the fur trade. Some parts of the story are easily told and require little paddling, while others will make you work hard for your dried peas and salt pork. Your teacher will definitely help lift the canoe over the big portages, but we are all in this together.

Exploring the idea (or myth?) of **Canadian Identity** will accompany the entire course, as well as a persistent question: **Why Bother Voting?** The focus inquiries below form the basis of the lessons, activities, and assessments -- the things that students do or achieve to show that they have met the learning outcomes by demonstrating understanding. Skills such as decoding sources, map literacy, critical thinking, effective research, working with population data, interpreting current events, communication, and active citizenship will relate to many of the learning outcomes. Six historical and geographic thinking concepts will underpin much of the work we do -- significance, evidence, continuity & change, cause & consequence, perspectives, and ethical judgment.

**Rules -- I don't have many... mostly I expect that students will operate with a few principles in mind:**

- mutual respect -- treat the students, teacher, and learning space with dignity, safety, and calmness
- self-reliance -- take responsibility for your actions, attendance, work habits, expected work & progress
- balance -- there is a season (and time in class) for everything: teacher, student, together, alone, tech, no-tech
- curiosity -- ask thoughtful questions of your self, teacher, and classmates, and ask for help when you need it

In exchange, I will strive to make the class time as positive and productive as possible, minimize homework, and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics. I'm quite confident that any other "rules" we might use will be negotiable, other than a few no-brainers such as academic honesty and a safe, inclusive learning environment.

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| <b>UNIT DESIGN</b> Each Unit will have 4-7 lesson handouts that will guide activities for about 10-14 classes. Each unit will have at least one Skills Lab and/or Source Lab. Most unit will have a set of class assignments and/or a project. Each units will end with a test, usually some form of open-notes evaluation. See the reverse for a guide to student assessment. |  |
| <b>Unit 1 An Autonomous Canada: 1919-1939</b>  | <b>Unit 4: Canada and Its Government: Politics</b>   |
| What is Social Studies? Canada at the End of WWI, the Roaring 20s, the Great Depression. Analyzing sources.  | Structure of Government, Parties & the Election Cycle, Local & Provincial Gov't, Aboriginal Self-Government  |
| <b>Unit 2 Canada at War: 1936-1946</b>   | <b>Unit 5 Modern Canada: 1984-present</b>  |
| Rise of Dictators, At Home in WWII, At War in WWII, Aftermath of war. Use a timeline to understand significance.   | Political & Social Change, Indigenous Issues & Reconciliation, Globalization, Environmental Issues   |
| <b>Unit 3 Postwar Canada: 1946-1984</b>  | <b>Final Project/Presentation: The Echo Project</b>  |
| The Cold War, Changes in the 50s & 60s, Indigenous Rights, Counterculture, Quebec Nationalism and the Constitution, Canada becoming a "middle power" in the world.   | Research into a topic of interest and/or personal connection in 20th Century History and/or Place-based theme. More info at: <a href="https://www.thielmann.ca/echo-project.html">https://www.thielmann.ca/echo-project.html</a> . |



# LEARNING AND ASSESSMENT IN SOCIAL STUDIES

## The Capacities

### Curriculum Foundations

ability to organize and express subject/course related knowledge and understanding

1 | 2 | 3 | 4 | 5

## KNOW DO UNDERSTAND



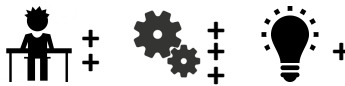
*I know about themes and examples from history, geography, and society. I have a sense of the world in which I live and my story within it.*

*Examples: annotated map, simulation game, lecture notes, group poster, response guide, question/answer (aka bookwork), graphic organizer*

### Skills & Applications

ability to use a variety of subject-related skills or practices, and activate concepts & knowledge in real-time

1 | 2 | 3 | 4 | 5



*I can apply what I have learned to theoretical and real-world problems. I have picked up skills and found the relevance in Social Studies.*

*Examples: annotated timeline, thematic map, active citizenship activity, graphing exercise, GIS computer tutorial, letter to the editor, socratic circle, debate*

### Sourcework & Critical Thinking

ability to work with evidence and apply concepts of historical and geographic thinking

1 | 2 | 3 | 4 | 5



*I can interpret, form opinions, and gain understanding from data and evidence. I have a sense of how human nature has played out on the world.*

*Examples: current events response template, analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs*

### Research & Inquiry

ability to develop & respond to meaningful questions, and express through different methods

1 | 2 | 3 | 4 | 5



*I can follow different kinds of inquiry steps and express my learning effectively. I have made authentic connections to the stories of others.*

*Examples: research template, research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question*

Tests & In-class Challenges

Skills Labs

Source Labs

Projects

What's this about? Students work from basic (Step 1) towards mastery (Step 5) in four essential areas or "Capacities" in Social Studies. Tests, projects, and class assignments are used to determine progress in these four areas. "Competency" work and assessment are embedded through-out, and the final grade is a split between evaluation results (60%) and results in the Capacities (40%). Student reflection and choice are required at key stages of assessment. We use a summative project to wrap up the course; however, a final exam is available as an option for improving final course standing.