



North Vancouver Online Learning

Course Plan: Exploration en sciences humaines et sociales 10

COURSE DESCRIPTION:

The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

Through the study of this course, students learn about Canadian autonomy and identity, gain an understanding of the Canadian Government, study domestic and international conflicts, and become familiar with discriminatory policies and injustices in Canada and around the world.

Link to ministry website for Sciences humaines et sociales 10:

[Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://gov.bc.ca)

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.

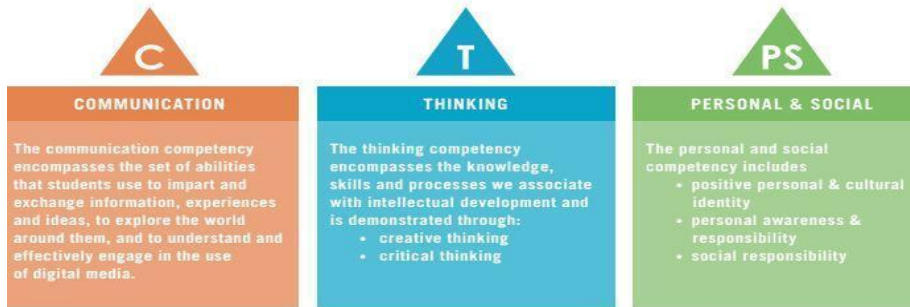
The development of political institutions is influenced by economic, social, ideological, and geographic factors.

Worldviews lead to different perspectives and ideas about developments in Canadian society.

Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must take care that their work is their own and not plagiarized from any other source. This includes previous work submitted for another course, other people's assignments, or resources from the internet.
- Students must not use an online translator, app, etc. to produce whole sentences or paragraphs, which constitutes plagiarism. Students should only look up individual words or expressions using a trustworthy dictionary site such as *WordReference* or *Linguee*. It is also acceptable to use *Bon Patron* to verify the grammatical structures of a student's original work which they wrote themselves.
- Students must read all the information thoroughly and complete all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher through email, D2L message, or in person, is course related, clear and respectful.
- Students need to be able to create videos of themselves as some of the submitted assignments in this course.
- Students should contact their teacher through D2L messaging or Microsoft Teams if they require help with the course content as they work through the lessons and activities.

LEARNING STANDARDS: Curricular Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, phenomena, ideas or developments (significance)
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)
- Compare and contrast continuities and changes for different groups at particular times and places. (continuity and change)
- Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyse multiple consequences. (cause and consequence)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- ✓ Government, First People governance, political institutions and ideologies
- ✓ Environmental, political and economic policies
- ✓ Canadian autonomy
- ✓ Canadian identities
- ✓ Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident and, interments
- ✓ Advocacy for human rights including findings and recommendation of the Truth and Reconciliation Commission
- ✓ Domestic conflicts and cooperation
- ✓ International conflicts and cooperation

UNIT OVERVIEWS:

Introduction

In Introduction, Students complete the *Activation* section to be able to access the course:
Introducing themselves by starting with the land acknowledgment;
Learn how to use AI critically and ethically, and how to process information through an activity;
Assess their own growth and identify personal strengths in the three components of Core Competencies (communication, thinking, personal and social) in order to establish goals for further development as educated citizens;

The rest of the Introduction consists of setting out the course expectations and providing an overview of the course content.

Introduction will cover the following Learning Outcomes

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

First Peoples Principle of Learning: Learning involves patience and time.

This is 1 of the 10 learning outcomes in the course curriculum, which comprises 5% of the course Learning Outcomes/Activities.

Unit I: Politiques discriminatoires et injustices au Canada et dans le monde

In this unit students learn about discriminatory policies and injustices in Canada and the world.

Big Idea: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)

First Peoples Principle of Learning: Learning embedded in memory, history, and story.

Unit II: Politiques environnementales, pratiques politiques et pratiques économiques au Canada

In this unit students learn about the environmental, political and economic policies.

Big Idea: The development of political institutions is influenced by economic, social, ideological, and geographic factors.

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)

First Peoples Principle of Learning: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Unit III : Le gouvernement du Canada

In this unit students learn about the Canadian government.

Big Idea: The development of political institutions is influenced by economic, social, ideological, and geographic factors.

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Assess the justification of contention, reliability of sources, and adequacy of evidence, including data (evidence)

First Peoples Principle of Learning:

Learning involves recognizing that some knowledge is sacred and only shared with permission and-or in certain situations.

Unit IV : Autonomie canadienne

In this unit students learn about Canadian autonomy.

Big Idea: Worldviews lead to different perspectives and ideas about developments in Canadian society.

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)

First Peoples Principle of Learning: Learning involves generational roles and responsibilities.

Unit V : Identités canadiennes

In this unit students learn about Canadian identities

Big Idea: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

First Peoples Principle of Learning: Learning recognizes the role of Indigenous knowledge.

Unit VI: Coopération et conflits intérieurs et internationaux

In this unit students learn about domestic and international co-operations and conflicts.

Big Idea: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.

Core Competency: Communication, Thinking, Personal and social

Curricular Competencies:

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)

First Peoples Principle of Learning: Learning involves recognizing the consequences of one's actions.

Activités de clôture

In Activités de clôture, students reassess their own growth and re-evaluate personal strengths in the three components of Core Competencies (communication, thinking, personal and social) in order to see the progress they have made from the beginning of the course, design the final project based on First Peoples Principles of learning, and finally, do a self-reflection with First Nation principles of learning.

First Peoples Principle of Learning:

Learning requires exploration of one's identity.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

Students will:

- read a variety of texts.
- do Les livrets d'apprentissage of each module
- do reflections tasks on each module
- various writing assignments, including short answers, paragraphs, personal reflections and essay writing.
- listen and respond to audio and videos, make infographie, collage, etc.
- create audio and visual projects, which may include:
 - PowerPoint, Prezi, Sway, and other presentation forms like infographie, collage, diagramme, carte, etc;
 - podcast, digital voice recording;
 - dramatizations, videos;
 - and other digital tools of choice.

ASSESSMENT:

The North Vancouver Curriculum Hub Principles of Assessment -

<http://nvsd44curriculumhub.ca/assessment/>

Types of assessment:

- **Formative may include:**
 - Teacher-feedback on assignments.
 - informal feedback through meetings.
 - informal feedback through email and messaging.

- **Summative may include:**
 - Final mark on Livrets d'apprentissage, projects, essays and oral evaluations.

EVALUATIONS:

Evaluation	Percentage of Final Mark
<i>Je me présente (activation)</i>	5%
<i>Livret d'apprentissage</i>	25%
<i>Projets</i>	20%
<i>Autoévaluations</i>	5%
<i>Parcours de mes objectifs</i>	5%
<i>Évaluation initiale</i>	8%
<i>Évaluation mi-cours</i>	16%
<i>Évaluation finale</i>	16%
Course Total	100%

RESOURCES:

Musée canadien pour droits de la personne

Les Nations Unies : [Nations Unies | Paix, dignité et égalité sur une planète saine](#)

[Accueil - Étudier les génocides. Guide pédagogique. UdS - UQTR \(uquebec.ca\)](#)

Déclaration des Nations Unies sur les droits des peuples autochtones

Guide pédagogique perspectives autochtones | Portail de l'éducation de Historica Canada

FNESC/FNSA Teacher Resource Guides for blended or remote learning contexts

Indian residential school and Reconciliation fnesc-FNSA

BC First Nation, land, title and governance

Histoire des pensionnats autochtones - NCTR

BC curriculum

HabiloMédias (habilomedias.ca)

Encyclopédie canadienne

Gouvernement Canada

Histoire canada

Ressources sur ONF

CBC-Radio-Canada