
Social Studies 10-2

Teacher: _____

Room: _____

Email: _____

Help Room Information:

Each of our social studies teachers provides a “Help Room”, along with the “Success Time” already built into our Bell Schedule. Information about Help Rooms may be found on teacher’s course outlines, and/or on D2L.

Course Overview:

Welcome to Social 10-2! Throughout the semester, you will have the opportunity to explore multiple perspectives on the origins of globalization; and the local, national, and international impacts of globalization on lands, cultures, economies, human rights, and quality of life. You will examine the relationships among globalization, citizenship, and identity to enhance skills for citizenship in a globalizing world. You will be asked to explore these multiple perspectives, as you examine the effects of globalization on peoples in Canada and throughout the world; including the impact on Indigenous and Francophone communities.

The aim of Social Studies is to develop the confidence and information required to be an active and engaged global citizen!

For more information, use the link to access the program of studies: [click here!](#)

This course is centered on the question: ***To what extent should we embrace globalization?***

Related Issue 1: *Should globalization shape identity?*

Related Issue 2: *Should people in Canada respond to the legacies of historical globalization?*

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

Related Issue 4: *Should I, as a citizen respond to globalization?*

ACKNOWLEDGING THE LAND WHERE WE GATHER

We would like to acknowledge the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. We also acknowledge the Tsuut’ina and Stoney Nakoda First Nations, The Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

EVALUATION

Throughout the course you will be asked to learn new information and develop skills and competencies.

Your mark will reflect learning and growth in the following areas:

1. **Specific Outcomes** – the pieces of knowledge you are asked to learn and work with
2. **Competencies** – “combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They help students build upon how and what they know, think and can do. Students develop and apply competencies when they face new challenges and develop solutions to solve the problems of today, while imagining and creating a new tomorrow.” (Alberta Education)

Areas of Assessment:

You will be given multiple ways to show your understanding of content and development of competencies; these will include but not be limited to the following:

- a. **Formative Assessment:** self and peer evaluation, projects, assignments, feedback, observation, and dialogue. These assessments contribute to our day-to-day growth.
- b. **Summative Assessment:** projects, assignments, tests, written source analysis and position papers, quizzes, and final exam. These assessments typically receive a major weighting. These assessments make up your mark.
- c. **Competencies:** These will be assessed as part of assignments or independently through the use of rubrics.

Mark Distribution:

Learning Outcomes (Related Issue 4 is taught and assessed throughout semester)		
Related Issue 1: Globalization & Identity	Related Issue 2: Historical Globalization	Related Issue 3: Economic & Environmental Impacts
20%	40%	40%
In each unit of study competencies will be developed and assessed in the following areas:		
a. Critical thinking b. Apply Multiple Literacies c. Managing information to communicate d. Communication and Cooperation e. Global and Cultural understanding		

Final Mark Break Down:

- Class Mark (learning & competency outcomes): 70%
- Final Exam: Part A (multiple choice): 15%
- Final Exam: Part B (written): 15%

ASSESSMENT POLICY

At **Dr. E.P. Scarlett High School**, we believe that marks should be a fair and accurate reflection of our students' understanding of the course learning outcomes.

- In order for teachers to evaluate this, we believe that students need to complete **all** course work. All assignments and tests impact course grades.
- To that end and within reason, the staff and administration are committed to providing students with opportunities to complete their course work.
- If students require an extension, they are expected to see their teacher prior to the due date; a teacher may request students attend Success Time or the Help Room to complete late or missing assessments.
- Students who will be missing class should communicate their absence prior to leaving when possible and extended absences require a form from the office.
- Students are encouraged to keep up to date with all of their assignments in every course.
- If clarification is needed or a problem is anticipated, they should speak with their teacher during class or before school.

In the case of tests, students are expected to write them immediately upon returning to school in the Completion Center, unless otherwise agreed upon **prior** to returning (i.e., email me!). All formal writing assignments (modeled after the diploma exam) must be completed in class; if you miss any one of these, you will be expected to complete them in the Completion Centre immediately upon return unless otherwise agreed upon prior to returning.

ACADEMIC INTEGRITY

We value Academic Integrity- this means that you do your own work and cite all sources found on the internet; any incident of plagiarism will be dealt with on an individual basis. You can see a more detailed explanation on Dr. E.P. Scarlett's Academic Integrity policy here: <https://tinyurl.com/y8rpa6kx>

RESPECT

By nature, social studies can be a controversial topic that inspires strong opinions. Topics and case studies surrounding race; religious beliefs; skin colour; ability; family status; sexual orientation, and/or gender identity, have the potential to arise. Conversations around these topics could spark from the concepts in our Program of Studies, textbook, or our classroom discussions. Our classroom is defined by our acceptance and non-discrimination of all peoples, and our exploration for understanding will be guided by clarification and education.

VIDEOS AND FILMS

Throughout the semester students will be shown various video-clips, documentaries, biographies, and feature films. Each of these is linked to the program of studies, is previewed by the teacher, and adheres to age-appropriate ratings. Consult course outlines of specific teachers for a list of films that may be shown in class.

TIPS FOR SUCCESS

- ✓ Participate and ask questions!
- ✓ Be here on time and bring the things you need to be successful - paper, pencil, textbook, etc. If you miss a class, please email for missed work or come and see the teacher before class or at Success Time to find out what you missed.
- ✓ Use your class time! Put your phone away and use this time to ask questions, work with others, **BE PRESENT!**
- ✓ Each assignment/activity is meaningful; it is in your best interest to complete them to the best of your ability.
- ✓ The teacher is available for review of material or assignments, next step plans for writing and exam skills during the morning or by appointment.
- ✓ If you need an extension on an assignment, you must talk to the teacher **BEFOREHAND AND IN PERSON**. If you have forgotten an assignment, it must be brought into me the next day.

**SOCIAL 10-2 IS AN ENGAGING COURSE THAT WILL HELP YOU MAKE SENSE OF OUR WORLD.
REMEMBER THAT I AM ALWAYS HERE TO HELP. I LOOK FORWARD TO OUR CLASS DISCUSSIONS!**