

## **10F SOCIAL STUDIES**

**Teacher:** Mr. Ray Schroeder

**Room:** 112

### **Contact Information**

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### **Course Textbook**

Ruypers, J., Ryall, J., Connor, L. & Norton, W. (2007). *Canada in the Contemporary World*. Toronto, ON: Emond Montgomery Publications.

### **General Learning Outcomes**

- ✳ Students develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.
- ✳ Students explore concepts of identity, culture and community in relation to individuals, societies, and nations.
- ✳ Students explore how people, events, and ideas of the past shape the present and influence the future.
- ✳ Students will explore the distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

### **Cluster Descriptions**

#### **Cluster 1: Defining Citizenship**

Length: 3 weeks

Textbook chapters 1 & 2

#### ***Key Learning Outcomes:***

- ✳ Identify on a map distinguishing elements of the physical and human geography of Canada.
- ✳ Describe the criteria for becoming a Canadian citizen.
- ✳ Describe contributions of Canadians whose social and political actions have promoted human rights.
- ✳ Describe social and cultural injustices in Canada's past.

## **Cluster 2: Rights and Responsibilities**

Length: 4 weeks

Textbook chapters 3 & 4

### ***Key Learning Outcomes:***

- ✿ Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.
- ✿ Describe effects of stereotyping and discrimination on individuals, communities, and regions.
- ✿ Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
- ✿ Evaluate the influence of mass media and pop culture on individuals, groups, and communities.

## **Cluster 3: Democracy and Government**

Length: 4 weeks

Textbook chapters 5-7

### ***Key Learning Outcomes:***

- ✿ Describe Canadian parliamentary democracy.
- ✿ Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
- ✿ Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.
- ✿ Identify ways in which democratic ideals have shaped contemporary Canadian society.

## **Cluster 4: Electing Governments.**

Length: 3 weeks

Textbook chapters 8 & 9

### ***Key Learning Outcomes:***

- ✿ Identify contemporary political leaders in Canada.
- ✿ Give examples of ways in which people can individually and collectively influence Canada's political and legal systems.
- ✿ Describe electoral processes and roles of political parties.
- ✿ Value their democratic responsibilities and rights.

## **Cluster 5: Judicial System and Active Citizenship**

Length: 4 weeks

Textbook chapters 10 & 11

### ***Key Learning Outcomes:***

- 🍁 Describe responsibilities and processes of the justice system in Manitoba.
- 🍁 Describe their responsibilities and rights as citizens of Canada and the world.
- 🍁 Assess the advantages and disadvantages of democratic processes in Canada.
- 🍁 Appreciate democratic ideals in Canadian society.

## **Cluster 6: Canada in the Global Context**

Length: 3 weeks

Textbook chapters 12-14

### ***Key Learning Outcomes:***

- 🍁 Give examples of Canada's participation with other nations.
- 🍁 Evaluate Canada's contributions to international aid and development.
- 🍁 Assess the implications of Canada's military role in contemporary conflicts.
- 🍁 Evaluate implications of living in a consumer-based economy.

### **Course Evaluation**

We start the year using traditional methods of asking questions and looking for answers. This can take many forms. As we progress, much emphasis is placed on how students wish to demonstrate their mastery of course content. In a simple fashion, this is designed in itself to be an exhibition of democracy. It is reasonable to expect a unit test or a project for each learning cluster but all of the day to day work is negotiable.