Course Name: Canada in the Contemporary World 10F

Teacher's Name: Mr. Jarrod Martin

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Course Description:

Social studies is the study of people in relation to each other and to the world in which they live. Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

Students will engage in social studies with the use of four general skills:

- Active Democratic Citizenship
- Managing Ideas and Information
- Critical and Creative Thinking
- Communication

We will be discussing several topics relevant to the present context, which requires us to explore a variety of controversial issues. The goal is for students to develop and challenge their thinking through considering and debating multiple points-of-view in a respectful, safe environment. ***While I encourage students to engage in good faith discussion and debate, disrespectful conduct will not be tolerated.***

Course Text: Ruypers, J., Ryall, J., Connor, L, & Norton, W. (2007). *Canada in the Contemporary World*. Edmond Montgomery Publications Ltd. ***Available in the library*** (if needed).

The five broad themes listed below encompass the entirety of the content covered in the curriculum. Individual unit/sub-topic order and length are subject to change as required.

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time
Diversity and Pluralism in Canada	- What does it mean to be a Canadian? - How human rights relate to Canadian citizenship? - How has Canada's geography shaped its history/people? - How do you define Canadian citizenship? (History of	**Formative Assessments** may include: - Class discussions - Processfolio work - In-class activities - Observations **Summative Assessments** may include: - Projects	3-4 weeks

	Indigenous, European, other immigrant cultures) - How has multiculturalism influenced the Canada of today? - What are roles of rights and responsibilities in a democratic society? - How has the *Charter of Rights and Freedoms* shaped Canadian identity? - What is identity? - How has mass media and pop culture had an impact on "Canadian Identity"? - How do we promote/protect Canadian identity?	- Assignments - Conferencing - Show What You Know	
Democracy and Governance in Canada	- How does government operate in Canada and what are it's impacts on us? - How are government policies/laws developed? - How do we elect our governments? - What are the roles of political parties? - Is electoral reform required? - How are the courts structured? - How do court decisions impact us? - How can citizens/groups influence and impact how decisions are made?	**Formative Assessments** may include: - Class discussions - Processfolio work - In-class activities - Observations **Summative Assessments** may include: - Projects - Assignments - Conferencing - Show What You Know	5-6 weeks
Canada in the Global Context	- How is Canada's economy structured? - What is Canada's most significant industry? - What have been the impacts of globalization on Canada? - How does consumption effect the economy? - What is Canada's role on the global stage? Does it have a role? - What should Canada's foreign policy be? - Do NGO's influence government decision-making?	**Formative Assessments** may include: - Class discussions - Processfolio work - In-class activities - Observations **Summative Assessments** may include: - Projects - Assignments - Conferencing - Show What You Know	3-4 weeks
Canada: Opportunities and Challenges	- How does Canada navigate a changing world? - Does Canada maintain a strong relationship with the United States? Should we?	**Formative Assessments** may include: - Class discussions - Processfolio work - In-class activities - Observations	3-4 weeks

	- What does it mean to be a Canadian today? - How do we confront a rapidly changing society? World? - Does Canada have a national identity?	**Summative Assessments** may include: - Projects - Assignments - Conferencing - Show What You Know	

Assessment Guidelines:

There are various purposes of assessment:

- Assessment *for* learning (formative assessment): where assessment helps the teacher gain insights into what students understand in order to plan and guide instruction, as well as provide helpful feedback to students. *Informal observations, review of processfolios, and conferencing.*
- Assessment *of* learning (summative assessment): where assessment informs students, teachers, and parents of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress. *Assignments/projects, review of processfolios, and conferencing.*

Academic Achievement:

This course will employ a combination of traditional assignment marking and a collaborative marking system. The goal of assessment is to evaluate deeper, transferable learning through self-reflection and metacognition. Students will demonstrate their achievement based on evidence collected throughout the term in their processfolios/coursework and conferences with Mr. Martin. Conferencing grades will be assigned in collaboration with students and defence of their learning during conferences.

Mr. Martin reserves the right to adjust all final grades based on professional judgement and accurate/adequate demonstration of meeting learning outcomes.

Assignments/Projects/Processsfolio/Conference/Presentations   75%

Final Assessment/Conference/Project   25%

Learning Behaviours:

Assessment and reporting of learning behaviours will be according to the Brandon School Division Learning Behaviours Rubric.

Academic Dishonesty:

Academic dishonesty is to knowingly act or fail to act in a way that results in or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as "knowingly", the offence is deemed to have been committed if the person ought reasonably have known.

Plagiarism:

Representation of another person's thoughts, writing/creative work, etc. as one's own. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfillment of course requirements as one's own work that was completed, in whole or in part, by another individual.
- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source.

Plagiarism can also include re-using one's own work without permission, such as submitting work in on course that has been or is simultaneously being submitted for credit in another course without the expressed permission of all teachers involved. In such cases, the entirety of the work may originate with the students; nevertheless, plagiarism has occurred.

Use of A.I.:

Any unauthorized use of ChatGPT (or other AI tools) on assessment is a breach of academic honesty.

Below are some guiding principles for maintaining academic honesty in relation to artificial intelligence:

- A.I. does not replace your own thinking, analysis, or judgment. Using A.I. inappropriately doesn't demonstrate your understanding of a topic and it doesn't help you learn the skills that are expected of you both within the classroom and in the workplace.
- Whether or not A.I. use is appropriate depends on your teacher. Unless you are asking to use A.I. on a course assignment, **assume you are not allowed to use it.**

- A.I. can be detected. There are tools that can detect A.I. produced content. Your teachers will assess your work based on their expertise, the learning objectives of the course and comparisons to your previous work.
- If you have used A.I. without your teacher's permission, you are at risk of facing allegations of academic dishonesty. A finding of academic dishonesty has academic and personal consequences, including lowering your grades, delaying your graduation, and possibly failing the course. If in doubt whether A.I. is permitted – remember: **IF YOU NEED TO KNOW, ASK.**
- A.I. generated content can be redundant, inaccurate and repetitive at best, and offensive or biased at worst. Remember that whatever you submit for a course assignment is your full and ultimate responsibility.
- If you are permitted to use A.I., **you must cite it.**

Breaches of Academic Honesty:

Breaches of academic honesty policy will result in work being taken as incomplete. Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. A mark of INCO (Incomplete Zero) will be entered into PowerSchool until the assignment has been completed to standard.

Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration, and the classroom teacher.

Classroom Expectations:

In this class, you have the expectation to be ***respectful, responsible, and safe*** towards yourselves, others, and the school **AT ALL TIMES**.

Dress Code Expectation:

Students are expected to remove hats, bandanas, outerwear, and backpacks when they enter the school and store these items in their lockers. Clothing regulations and student dress code take into account safety, health, and the maintenance of an atmosphere suitable for a learning environment. Response to Behaviour - Students will be reminded of the expectation. Students who persist on wearing hats and/or clothing that is prohibited will be referred to Administration. Students who wear clothing that is provocative or unacceptable for a learning environment will be asked to cover up or change.

Cellphone Policy:

On August 15, 2024, the Government of Manitoba has banned the use of cellular phones in the classroom for grades 9-12. Phones are permitted on be used on breaks and lunch. Phones my be used within a classroom with the permission of the classroom teacher for educational purposes only, supporting students with medical concerns or available to support student learning.