



CROCUS PLAINS REGIONAL SECONDARY SCHOOL

COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: Social Studies SST10F

Teacher's Name: Mr. Clint Howie

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Course Description: This course explores Canada's role in a changing world and what it means to be an active, responsible citizen in a diverse and democratic society. Through inquiry, discussion, and reflection, students will investigate Canadian identity, government, law, human rights, diversity, and Canada's evolving place on the global stage. A major focus of the course is on developing media literacy and critical thinking skills. Students will regularly engage with **current events** to analyze news, uncover bias, and connect course themes to real-world issues. Weekly **Current Event Journals** and discussions help students evaluate information, build civic awareness, and reflect on their role in shaping society.

Classroom learning is highly interactive and collaborative. Most lessons involve **vertical whiteboard thinking activities**, where students work in groups to explore big questions and concepts using short texts, images, or source prompts. These activities are followed by group discussion and structured journal reflections that help students connect new ideas to prior knowledge and personal perspectives.

The course culminates in a **creative anchor project** called the **Great Canadian Road Trip**, in which students plan a cross-country journey that highlights important locations tied to Canadian identity, democracy, diversity, reconciliation, and global citizenship. This project weaves together course themes and gives students an opportunity to demonstrate their understanding in a personalized and imaginative way.

By the end of the course, students will be better equipped to:

- Think critically about social and political issues
- Participate actively and ethically in civic life
- Recognize the importance of diverse perspectives and historical legacies
- Understand how Canada's systems of government and law operate
- Reflect on their own identity as young Canadians in an interconnected world

Text/Other Resources: *Canada in the Contemporary World* (Emond Montgomery Publications Ltd., 2007) NOT REQUIRED; this course will use a significant number of digital sources.

Units of Study (tentative, subject to change)

| Unit Title | Learning Outcomes | Assessment Plan | Proposed time |
|--|--|---|---------------|
| Media Literacy | Focus: Bias, misinformation, framing, personal/social impact of media Outcomes: Critical Thinking, Communication, and Inquiry. | Media Analysis and Reflection Journal Responses | 9 Days |
| Truth, Reconciliation, and Social Change | Focus: Residential schools, Calls to Action, youth activism Outcomes: Critical Thinking, Communication, Inquiry, Responsibility, and Democratic Principles. | Source Analysis: Idle No More or other choice options. Justice and Social Change response assignment. Journal Responses | 9 Days |
| Canada's Legal and Political Systems | Focus: Government levels, Charter, Youth Justice, elections Outcomes: Critical Thinking, Communication, Inquiry, Responsibility, and Democratic Principles. | Unit Reflection Assignment Journal Responses | 4 Days |

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| Foundations of Democracy in Canada (Formative – no summative in this unit) | Indigenous, French, and British foundations, Confederation Formative Outcomes: Critical Thinking, and Communication. | Civic Responsibility and Change Assignment | 1 Day |
| Holocaust and Memory | Focus: Antisemitism, Holocaust education, memory & justice Outcomes: Critical Thinking, Communication, Inquiry, Responsibility, and Democratic Principles. | Journal Responses Journal Reflection | 6 Days |
| Current Events | Focus: Weekly civic connections, national and global issues. Outcomes: Critical Thinking, Communication and communication. | Current Events Journal and Reflection <ul style="list-style-type: none"> • Hand-in/Check-ins • Midterm reflection • Final Assignment | 15 days 1 day/week |
| Anchor Project: The Great Canadian Road Trip. | Focus: Canadian Identity, Democracy, Reconciliation and Citizenship. Outcomes: Critical Thinking, Communication, Inquiry, Responsibility, and Democratic Principles. | The Great Canadian Road Trip Project <ul style="list-style-type: none"> • Midterm Reflection and check-in. • Final hand in and Student Teacher Conference. With self-assessment. | 26 Days <i>1 per week until the last two weeks of classes then two full weeks.</i> |

Assessment Guidelines

There are various purposes for assessment:

- ☐ Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- ☐ Assessment *of* learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

What You're Learning in This Course

In this course, you'll develop the following skills:

- Critical Thinking – analyzing issues, recognizing bias, and drawing evidence-based conclusions.
- Communication – expressing ideas clearly in journals, discussions, and presentations.
- Inquiry & Research – asking important questions and using evidence to support ideas.
- Personal & Social Responsibility – reflecting on learning, acting ethically, and contributing to society.
- Understanding of Democratic Principles – explaining and applying rights, responsibilities, equity, and participation in civic life.

You'll apply these skills in weekly activities, major reflections, current event journals, and your final anchor project: the Great Canadian Road Trip.

Academic Achievement

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Term Work..... 85

Final Exam 15%

Learning Behaviours

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

| Learning Behaviors | |
|---|--|
| Scale | C: Consistently – almost all or all the time U: Usually – more than half the time |
| | S: Sometimes – less than half the time R: Rarely – almost never or never |
| Personal Management Skills | Uses class time effectively; works independently; completes homework and assignments on time. |
| Active Participation in Learning | Participates in class activities; self-assesses; sets learning goals. |
| Social Responsibility | Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities. |

Crocus Plains Expectations and Rules

Students need to be aware of the following expectations and rules:

Expectations for Behaviour

- 1) Respectful behaviour
- 2) Appropriate language
- 3) No physical or verbal altercations

General classroom behavior that is considered unacceptable and disruptive to the learning environment will not be tolerated

Expectations for Appropriate Clothing

In establishing and providing for a respectful, safe, and secure school environment, the wearing of appropriate clothing by students is an important factor. Students are expected to wear appropriate clothing in the school at all times during the school day.

Appropriate clothing is free from:

- ✓ Inappropriate words, phrases, and images that can be offensive to others. Any words, phrases, and images that are offensive to another's ancestry, including colour and perceived race, nationality or national origin, ethnic background or origin, religion or creed, sexual orientation, and physical or mental disabilities will not be considered appropriate.
- ✓ Promotion of narcotics and/or alcohol
- ✓ Promotion of violent or illegal activities
- ✓ Gang related clothing, colours, and symbols
- ✓ Being sexually explicit

Rules around Cell Phones

- *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 to be used on breaks and lunch. Phones may be used within a classroom with the permission of the classroom teacher for educational purposes, supporting students with medial or diverse learning needs.*
- *Phones are **not permitted** for use in Mr. Howie's class as sufficient devices are available when necessary to support student learning.*

Rules around Smoking and Vaping

Smoking and/or vaping are not allowed on school property.

Rules around Drugs and Alcohol

Drugs and alcohol are not allowed on school property.

Rules around Weapons

No weapons allowed on school property including replicas (jack-knives, swiss army knives, cap guns, etc.)

Rules around Hats, Jackets, and Backpacks

Headgear

No headgear such as hats, toques, bandanas, or hoods will be worn in the school building.

Headgear is to be removed when entering the school.

Headgear is to be placed in the student's locker and is to remain in the student's locker until the student leaves the school at lunchtime or at the end of his or her scheduled classes. No headgear will be allowed in the classrooms, library, lecture theatre, band room, canteen, and gymnasium.

Headgear, to comply with medical or program requirements, may be permitted in designated areas by permission of school administration. Headgear worn in recognized religious observations is the exception.

Coats and Jackets

All coats and jackets such as large, bulky jackets – winter parkas, winter team jackets, and trench coats will not be worn in the school building during the school day. These identified coats and jackets are to be left in student lockers.

Containers and Bags

Containers, such as backpacks, large bags, gym bags, not required immediately for physical education, must remain in the student lockers.

BSD Code of Conduct

The following situations will rely on the Brandon School Division code of conduct for disciplinary guidelines.

School Discipline Expectations Governed by Divisional Code of Conduct:

- ▶ Assaultive Behavior
- ▶ Drugs/Alcohol
- ▶ Harassment
- ▶ Non- Compliance/Disrespect
- ▶ Gang Related Behavior
- ▶ Dress Code---Hats, Backpacks
- ▶ Cell Phone Policy

Academic Dishonesty

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on “knowingly”, the offence is deemed to have been committed if the person ought reasonably to 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 fulfilment 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 one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

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

Here are some guiding principles for maintaining academic honesty in relation to artificial intelligence...

AI does not replace your own thinking, analysis, or judgment. Using AI 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 AI use is appropriate depends on your teacher. Unless you are asked to use AI on a course assignment, assume you are **not allowed** to use it.

AI can be detected. There are tools that can detect AI 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 AI without your instructor’s permission, you are at risk of facing an allegation 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 AI is permitted – remember **IF YOU NEED TO KNOW, ASK.**

AI-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 AI, you must cite it.

AI can not be used in place of student thinking, learning and assessment. If students use AI as evidence of their learning a mark of zero will be entered until assignment is repeated. A message will be entered into the mark book and sent home to parents/guardians to inform of the breach of academic honesty.

Breaches of Academic Honesty

Breaches of the 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 with an incomplete mark to be revised/repeated to meet the standards of academic honesty.

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.

Land Acknowledgement

Crocus Plains Regional Secondary School is in Treaty 2 territory on land that is the traditional territory of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples and the homeland of the Métis Nation.

As a teacher in Manitoba, I recognize the past and present injustices that exist for the Indigenous Peoples of this land. Let this land acknowledgement be a call on all of us to learn more about the land we live on and envision a way to challenge racism, inequality and colonialism. Working together with all nations, Indigenous and non, to remove barriers in our society and raising up our communities together.