



## Course Outline

### Course Title: Social Studies 10F

Teacher: Mr. B. Wall

### Course Description and General Learning Outcomes

Students focus on the opportunities and challenges at the core of Canada's contemporary plurality. They begin with an overview of Canada today, including its demographics, geography, and political organization. They examine the evolving stories of interaction among the people of Canada, and the influence of the land on the development of Canada. They explore the historical and contemporary complexities of citizenship and identity, considering the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another. Contemporary Canadian questions and issues are examined within the global context. Students are given opportunities to explore how they may become involved in Canadian issues. Through this inquiry, they are enabled to become informed decision makers actively involved in their local, national, and global Communities. Important student values and attitudes that are developed in Grade 9 include a commitment to democratic values, a willingness to take appropriate and ethical social action, and an appreciation of cultural diversity. Focus skills include critical thinking, informed decision making, consensus building, and skills related to negotiation in the exercise of active and responsible citizenship.

### Course Evaluation Structure:

1.	Assignments/Class Work	45%
	Tests/Quizzes	40%
	Final Exam	<u>15%</u> 100%

2. Test dates: Everyone is expected to write the test on the assigned date. Please note:

**\*\*If you know you will be absent on a test day, please have your absence excused with the office. We can choose a new date to write your test. It is your responsibility to write on the new date**  
**\*\*If you are absent unexcused for a test or quiz, you will be graded as NH10. (Not Handed in Zero) You will have one week to get your absence(s) excused and to write your test unless we make other arrangements. If you neglect to write or get your absence(s) excused during the extension period, your grade will stand as NH10, for that test.**

3. Assignments: Any assignments not submitted when assessment occurs/the due date, will be assessed a grade of "NH10", **unless handed in before the extension date**).  
Please Speak with me before the due date if you need an extension.  
Homework checks are due the next day, we correct them in class, extensions are not granted unless we discussed an alternative.  
**Depending on the nature of the assignment, you may also have to be excused before it will be graded and entered.**

4. Academic dishonesty: Plagiarism will result in a loss of marks; this includes AI generated work material, see academic dishonesty section below.

## **Unit Descriptions**

The order of these clusters may be changed.

### **Cluster 1: Diversity and Pluralism in Canada**

#### **Learning Outcomes:**

Students examine elements of physical and human geography that affect the political, social, and cultural makeup of Canada. This study includes a focus on demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the influence of the media, and the contributions of people in the creation of a pluralistic society. Students examine the roles of various levels of government, government policies, the media, and cultural diversity as they affect the quality of life of Canadians.

### **Cluster 2: Democracy and Governance in Canada**

#### **Learning Outcomes:**

Students examine the connections among people, government, and law. This study includes a focus on concepts related to the parliamentary process, participation in the electoral process, the justice system, the responsibilities and rights of citizens, and the influence of democratic ideals in the evolution of contemporary Canadian society.

### **Cluster 3: Canada in the Global Context**

#### **Learning Outcomes:**

Students examine the dynamic relationship between having a national identity and being a global citizen in the industrialized world. This study includes a focus on evaluating the role of media in shaping individual or national perspectives relating to global issues, identifying nations and events where Canadian participation is expected for aid and military conflict resolution, assessing Canada's role in global peacekeeping initiatives, and the implications of being a consumer in a globally connected, industrialized society.

### **Cluster 4: Canada Opportunities and Challenges**

#### **Learning Outcomes:**

Students explore the demographic factors that have shaped Canada's style of cultural diversity and citizenship from past to present and into the future. This study includes a focus on the effects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues from the past and present, reactions to social injustice, emerging relationships pertaining to Aboriginal Peoples, and all Canadians' level of commitment to environmental stewardship and sustainability.

## Classroom Expectations

*I believe in individual responsibility and accountability.  
That means you are the most important part of your education.*

Welcome to my classroom. I look forward to getting to know you and working with you this semester and hopefully have some fun.

It is my goal to treat you like the young adults you are. This requires me to communicate with you and for you to communicate with me. It also creates a much more enjoyable environment to be a part of.

As we progress into the semester, your behavior as an individual and as a class will dictate the level of freedom earned.

You can guarantee your success by doing six common sense things: These are in no particular order.

1. showing up on time (helps you know what is going on in class and shows respect)
2. staying focused/paying attention (helps you complete your tasks on time and understand course material)
3. completing your assignments and handing them in on time.
4. reviewing course material/studying for tests (improves/solidifies your understanding)
5. be prepared for class i.e., have pen/pencil, textbook, paper, notes, etc. with you.
6. communicating /asking questions/seeing me for help/keeping me informed, **checking Power School.**

**Food and drink:** Not near the computers. Cleanliness is required, and the privilege of food and drink may be removed if cleanliness is not maintained.

**Phones:** As per the province of MB/BSD policy, phones are to be left at home or in student lockers. If directed to, you may be asked to use your phone for class work. Parents will be notified if cell phone use becomes an issue, as will the admin team if the issue persists.

**Seating:** Depending on the year/semester/class, seating may be assigned or first come first serve. Seating plans will occur if seating creates distractions.

**Extra Help:** I am available and happy to help! See me to set up a time. I will do my best to accommodate you as my schedule permits. This means finding time before school, after school and lunches, if we arrange something. I am usually available sometime during the day.

**Leaving the Classroom:** Please ask to leave at an appropriate time. Unless we have individually discussed an alternative. You must have a hall pass This rule will evolve based on your individual responsibility.

**Remote Learning:** This course is designed to be completed in person not remotely; class materials should be picked up in class. Materials may be posted to Teams occasionally, but you will be notified in class or in group message if class materials are posted.

I will try to answer Chats/DM's ASAP, but my current class will take precedence over Teams. I do not answer messages when I am away from work. You will receive a response the next workday I am present. If you have an urgent question, please ask in class.

If you have a concern or a sensitive issue you can also DM me and I will try to answer it during class.

Please inform me if you will be away from class for longer than 2-3 days, arrangements can be made to help remain successful and stay on track while away.

## **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 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. 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 needed 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. Academic dishonesty has academic and personal consequences, including lowering your grades, and possibly failing the course. If in doubt whether AI is permitted – remember, ASK BEFORE YOU USE IT.

AI-generated content can be inaccurate, redundant, and repetitive at best, and biased at worst.

Remember that whatever you submit for a course assignment is your responsibility.

If you are permitted to use AI, you must cite it.

Please access and read the course outline on Microsoft TEAMS

Return this page via a parent or guardians’ email address.

**COURSE OUTLINE SIGNATURE SHEET**

After having read the course outline please sign and or, type in your digital signatures. Then, attach or copy and paste in an email to [wall.bradley@bsd.ca](mailto:wall.bradley@bsd.ca) via a parent or guardians' email address.

Students will receive 5/5 marks, when I receive an email response.

This must be emailed before the end of the first week of regular classes to receive your 5 marks.

I have read the course evaluation structure, classroom expectations and Academic Dishonesty sections on TEAMS.

Period Number: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student signature: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Parent signature: \_\_\_\_\_

### Parents and Guardians:

Please ensure you and your student(s) can access Powerschool and have downloaded the App on your preferred devices. It helps keep you and them up to date with grades and attendance.