

PRINCE OF WALES SECONDARY SECONDARY SCHOOL

ELL SOCIAL STUDIES COURSE OUTLINE

COURSE NAME: ELL SOCIAL STUDIES

TEACHER: MS. BIRD, MR SUNG,

INDIGENOUS PERSPECTIVE

I acknowledge that the land on which we gather is the unceded and traditional territory of the Coast Salish peoples, including the territories of the s̓k̓w̓x̓w̓ú7mesh (Squamish), Stó:lō and Səlílwətaʔ/səlílwítulh (Tsleil-Waututh), and xʷməθkʷəy̓əm (Musqueam) Nations.

CORE COMPETENCIES

COMMUNICATION

impart and exchange information, experiences and ideas

THINKING

Creative
Critical

PERSONAL & SOCIAL

Positive
Personal and Cultural Identity
Personal Awareness and Responsibility
Social Responsibility

BIG IDEAS

Canada's policies and treatment of minority peoples have negative and positive legacies.

Natural resources continue to shape the economy and identity of different regions of Canada.

Immigration and multiculturalism continue to shape Canadian society and identity.

Canadian institutions and government reflect the challenge of our regional diversity.

<https://curriculum.gov.bc.ca/curriculum/social-studies/5>

COURSE CONTENT

Prince of Wales provides ELL supports and services, enabling ELL students to develop their language and literacy skills, to achieve the expected learning outcomes of the provincial curriculum and to become capable young people thriving in our diverse society.

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CURRICULAR COMPETENCIES

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Develop a plan of action to address a selected problem or issue
- Construct arguments defending the significance of individuals/groups, places, events, and developments (*significance*)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (*evidence*)
- Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (*continuity and change*)
- Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (*cause and consequence*)
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (*perspective*)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (*ethical judgment*)

STUDENT ASSESSMENT

Assessment is ongoing, varied, holistic, and involves providing students with feedback for their learning (formative, no mark) and feedback of their learning (summative, number-based). Throughout the term, students will have multiple opportunities to reflect on their learning experiences via self-assessments. Assignments will be weighted according to its value and importance.

STUDENT EXPECTATIONS

- Bring all your materials (pens, pencils, paper, binder, Student Agenda, etc.) to class.
- No food or drink – except water – is allowed in the class.
- Unless stated otherwise, cellphones (and other electronic devices) must be put away at the start of class.
- Everyone in this classroom has the right to be heard and to be treated with respect.
- Everyone in this classroom has the right to be different and to be valued for that difference.
- Everyone in this classroom has the responsibility to create an environment of safety and support.
- Everyone in this classroom has the responsibility to listen respectfully to others.
- Everyone in this classroom has the responsibility to be patient, and not interrupt others.
- Everyone in this classroom has the responsibility to be open-minded and to share honestly.