



Course: Socials 10

Teacher: Michelle Little

Unit: Diners, Drive-ins, and Civil Rights

Date: March 30th, 2020

Duration: Approximately 4 weeks

Description: In this unit, we will be exploring the culture and societal changes of Canada and the world after WWII, the Cold War and Canada's peace-keeping missions around the world, and the fight for civil rights and environmental activism. Students will be completing an "instagram" project where they are to choose a prominent figure from the Cold War or in our current times, and create posts from their point of view on a variety of topics that I will be giving them.

	Big Ideas	Essential Questions
Understand	<ul style="list-style-type: none"> • Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. • The development of political institutions is influenced by economic, social, ideological, and geographic factors. • Worldviews lead to different perspectives and ideas about developments in Canadian society. • Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society 	<p><i>What societal changes did Canada see after WWII? The world?</i> <i>How were the lives of teenagers the same/different than yours now?</i> <i>What was the Cold War? Canada's involvement?</i> <i>What was the civil rights movement? How did this impact lives today?</i> <i>What is sustainability?</i></p>

	Core Competencies	Curricular Competencies
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Do	<p>(1) <i>Communication</i></p> <p>(2) <i>Creative Thinking</i></p> <p>(3) <i>Positive Personal and Cultural Identity</i></p>	<p><i>Students are expected to be able to do the following:</i></p> <ol style="list-style-type: none"> 1. Assess the significance of people, places, events, or developments 2. Assess the justification for competing accounts (evidence) 3. Compare and contrast continuities and changes for different groups at particular times and places 4. Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs

Know	Curricular Content	
	<ul style="list-style-type: none"> ● <i>government and First Peoples' governance</i> ● <i>environmental, political, and economic policies</i> ● <i>Canadian identities</i> ● <i>discriminatory policies and injustices in Canada (residential schools, internments)</i> ● <i>advocacy for human rights</i> ● <i>domestic and international conflicts and cooperation</i> 	<p><i>Which activities, projects, exercises, or discussions will teach this Curricular Content?</i></p> <p>Students will be actively participating and communicating in class discussions throughout the term online. I will be using a platform called “Peardeck” that allows students to engage with the material and answer my questions online through “Peardeck” versus fighting for mic time. Additionally, students will be completing webquests, researching prominent individuals and events in our timeline, online museum tours, as well as completing projects and a controversial topic debate.</p> <p><i>How will they implement the First Peoples Principles of Learning?</i></p> <p>Through class discussions, independent work and self-reflection, students will have the opportunity to reinforce the following First Peoples Principles of Learning:</p> <ul style="list-style-type: none"> - learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors - learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) - learning is embedded in memory, history, and story - learning involves patience and time - learning requires exploration of one’s identity

Unit Assessment

For Learning: Formative Assessment

- participation in video conferences
- class discussions and activities

As Learning: Reflection/Self-Assessment

- self-assessment through participation rubrics
- learning check-ins
- webquests
- preparation for the debate
- peer evaluation during the debate

Of Learning: Summative Assessment

- the “instagram” prominent figure project
- unit exam
- debate

Required Resources

What resources (textbooks, computer programmes, website subscriptions) will students need to complete this unit?

- computer/tablet with internet access
- Google drive (individual and class resources folder)