

Submitted Course Outline

Social Studies 11 - Period: 115 minutes

Instructor: Donal Thoms-Cappello

COURSE DESCRIPTION: This course will follow LaSalle mission guidelines through promoting lessons in how technology, art, communication, and infrastructure promote political and communal identity and awareness. Using ESL/ELL-specific comprehension strategies, students will cultivate shared vocabulary and jargon to assist each other in exploring culture, community, environment, and social movement.

COURSE EMPHASIS

- Identity
- Community
- Visual/Audial Expression with available media
- Grammar, Vocabulary
- One overall project over multiple classes
- Collaboration

LEARNING OUTCOMES:

Core Concepts

- The continued rapid development and proliferation of communication and transportation technologies since the 20th century has led to profound changes in personal and national identities.
- Decision making in local urban and regional planning requires understanding the political, economic, social, and environmental details of one's community around them.
- Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.
- Learning and applying Social Studies-themed words, terms, idiomatic phrases, and background knowledge within an ESL/ELL instructional format.

Students will be able to:

- Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions within topics.
 - Sample activities:
 - City planning: choose a block in the Metro Vancouver/Burnaby/Richmond area. How would you improve it? From what criteria will you base your methods? ,
 - The internet of things: Design a data-driven solution for an economic, environmental, or social need.
- Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments
 - Sample activities
 - Choose a global setting. Research its history, economic development, and culture. How does this setting compare with your own background and experience?
 - Research a BC-local First Nations tribe. What is a cultural/environmental/economic characteristic from this group that can be applied to modern life?
- Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments.
 - Sample activities
 - Read competing theories from late 20th/early 21st century creative voices about the long-term impacts of the internet and digital media. What do current norms say about these theories? Create a visual timeline both illustrating this past and predicting what digital media looks like in the future.
 - Create a digital montage of what the world will look like 30, 50, and 100 years from now. Explore the aspects of environment, economy, local, global, and demographic
- Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments
 - Sample Activities
 - Local civics: Research a local political figure's platform. Prepare a 10 minute speech as your figure, and conduct a Q&A session with classmates.
 - Oral Storytelling: Learning from the role folklore plays in First Nations' and other cultures, create an original folklore character, and use them to explain a phenomenon or event.

Students will know:

- Social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
 - App culture
 - Project management such as LEAN manufacturing
 - Internet of things
- Current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12)
 - City Planning and Gentrification Effects
 - Social Media and the rise of digital community
- Natural resource use and local, regional, national, or global development (adapted from Human Geography 12)
 - Greentech and renewable energy markets
 - Local food supply chains and their effects on British Columbia cultures
- Diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12)
 - First Nation Sovereign Infrastructure
 - Oral Storytelling
- Methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)
 - The Labor Co-Op Model
 - Public Banking

INSTRUCTIONAL METHODS: Lessons will revolve around three elements:

- Cultivating and building upon a bank of shared terms and vocabulary. Words, sentence structure, and writing templates will be acquired through an ESL-friendly scaffolding approach, and terminology applicable to the lesson must be learned, practiced, and exchanged before and during lesson content.
- Instruction of lesson as it fits within one or more Core Concepts, usually through visual medium and inquiry-based discussion
- Project creation through kinesthetic learning objectives, with homework emphasizing review of classroom content, and/or additional media (inverted homework format)

ASSESSMENT AND EVALUATION: Student progress will be assessed by a rubric system congruent with LaSalle guidelines and reflecting the targeted BC Curriculum Core Concepts for Grade 11 Social Studies. Students will also be evaluated based on their level of participation, and effort to communicate with the instructor and each other. Though English language proficiency is emphasized in this course, it does not count towards an actual percentage of markings, and serves only to facilitate collaboration and efficiency for students.