

Material Covered:

The course gives students the opportunity to pursue areas of interest, while developing their Social Studies Curricular Competencies. Students must complete **any three** of the following five units to pass the course, but it is highly recommended **NOT** to do both Unit 2 and Unit 3 in order to meet the Ministry's curriculum intentions. While not required, it is also recommended to complete Unit 1 as it will make completing the other units easier.

Unit 1 – Conspiracy Theories

Curricular Competencies:

- Inquiry Skills and Processes
- Evidence
- Perspective

Content Covered:

- The 1969 Moon Landing
- Suspicious Celebrity Deaths
- Project MK Ultra

Unit 4 – Canadian Law

Curricular Competencies:

- Inquiry Skills and Processes
- Significance
- Evidence

Content Covered:

- Charter of Rights and Freedoms
- Criminal Law in the Charter
- Relevant Case Studies

Unit 2 – Disasters

Curricular Competencies:

- Inquiry Skills and Processes
- Significance
- Causes and Consequences

Content Covered:

- The Sinking of the Titanic
- 20th Century Disasters
- 21st Century Disasters

Unit 5 Philosophy

Curricular Competencies:

- Inquiry Skills and Processes
- Perspective
- Ethics

Content Covered:

- Logic
- Metaphysics
- Epistemology
- Axiology/Ethics

Unit 3 – Genocide

Curricular Competencies:

- Inquiry Skills and Processes
- Causes and Consequences
- Ethics

Content Covered:

- Causes of Genocide
- Common Features of Genocide
- The International Criminal Court
- Genocides of the Past 120 Years

Sources:

This course uses provided print and easily accessible internet sources instead of a textbook. Teachers are encouraged to promote the use of verified sources and library resources (where available) for inquiry project tasks. Unit 1 – Conspiracy Theories covers research skills and evidence comparison most thoroughly and is recommended as a starting point regardless of the other units a student may choose. Unit 1 is not mandatory to complete the course, but it will make it easier.

Assessment:

Each unit has a workbook (which counts for marks) and introduces a number of assignments and quizzes (where appropriate). Mark breakdowns are based on the amount of time and effort each assignment should require.

Grading:

Each unit is worth 100 marks, so each of the three units is worth one third (33.3%) of a student's overall mark.

Workbooks are marked out of 10 using the following sliding scale:

1	-----	5	-----	10
<ul style="list-style-type: none"> • Student wrote something 		<ul style="list-style-type: none"> • Student completed half of the workbook. • Showed some reflection 		<ul style="list-style-type: none"> • Completed entire workbook. • Showed insightful and creative thought.

In the two units which have quizzes, they are worth the marks indicated on each quiz. All other assignments are marked using the following 5-point holistic rubric and multiplied to reach a score out of the specified multiple of 5. Teachers may use their discretion, or discuss learning with students, to determine demonstrated levels of learning that fall between the 5 points.

Holistic Marking Rubric				
Insufficient Evidence of Learning (0-2 marks)	Accessing (2.5-3 marks)	Developing (3.5 marks)	Mastering (4 marks)	Excelling (5 marks)
<ul style="list-style-type: none"> • Does not demonstrate sufficient understanding of content, or awareness of competencies. • Presentation is difficult to make meaning out of. 	<ul style="list-style-type: none"> • Demonstrates some understanding of some of the required content. • References competencies accurately or uses competencies partially, perhaps without acknowledging the skill itself. • Attempts to communicate some new learning, relevant to the topic or skill being worked on. Presentation may be somewhat confusing or disorganized 	<ul style="list-style-type: none"> • Demonstrates good understanding of most required content. • Demonstrates clear understanding of relevant competency or competencies, and an ability to accurately, perhaps partially, use it/them. • Communicates learning in a way that makes sense to the reader/viewer/listener and demonstrates an effort at improving mechanics of grammar, presentation, etc. 	<ul style="list-style-type: none"> • Demonstrates excellent, complete, understanding of required content. • Uses relevant questions. • Demonstrates strong, complete, use of the relevant competency or competencies. • Communicates learning clearly and creatively. Grammatical or presentational flaws do not detract from impact or meaning. 	<ul style="list-style-type: none"> • Demonstrates exceptional understanding of required content. Possibly extends beyond requirements. • Uses insightful questions. • Demonstrates confident, extensive, and self-reflective use of the relevant competency or competencies. • Communicates learning clearly, articulately, effectively and with intended impact, without grammatical or presentational flaws.