



Port Moody Secondary School

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Pre-Diploma Social Studies 10 Course Outline

Pre-Diploma Social Studies 10 is a course that has been designed to allow you to explore several areas within the realm of social studies at the grade 10 level. Each of the eight units which make up this course have been created to better prepare you for the different social studies courses at the grade 11 and 12 levels.

How to succeed in Pre-Diploma Social Studies 10

Before starting a unit, skim over it in its entirety. The course is divided into eight sections with each designed to be completed in order.

The workbook used is an excellent resource to help you build your knowledge and understanding of the key elements of the course.

You will be required to complete a learning guide along with a set of assignments for each of the units that you will submit for assessment.

After the completion of the learning guides and assignments, you will complete the unit tests.

You have a choice of topics for your final comprehensive project from the content covered in the course.

Expectations

1. Always put in your best effort

- **All** assignments, large or small, are important and will “count” towards your final grade
- Putting in your best effort means doing YOUR OWN WORK. All assignments that are to be handed in for marks are expected to be of a quality suitable for the grade level. Assignments must be well researched and neatly presented.
- Best effort means handing in assignments on time.
- Plagiarism equals no credit on the assigned work.

2. You are responsible for your own learning...and I am here to help!

- I am available to help you; however, do not leave it to the last minute as this course has deadlines that need to be met to earn credit

Approaches to Learning		BC - Core Competencies	
Communication	Communication Skills - Through interaction - Through language	Communication	Connect and engage with others Acquire (research), interpret and present Explain, recount, and reflect
Research	Information Literacy Skills Media Literacy Skills	Collaboration	Work together to pursue common purposes and goals
Social	Collaboration Skills	Social Awareness and Responsibility	Contributing to community/environment Problem solving Valuing diversity Building relationships
Self-Management	Organization Skills Affective Skills - Manage your own state of mind Reflection Skills	Personal Awareness and Responsibility	Self-determination Self-regulation Well-being
		Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values, and choices
		Creative Thinking	Novelty and value Generating ideas Developing ideas
Thinking	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	Critical and Reflective Thinking	Analyze and critique Question and investigate Develop and design

Unit Name	Overview
Canadian Government Unit Mark: 10%	Grade Breakdown: Complete a learning guide along with a series of unit assignments to build knowledge and comprehension of content with the completion of a test at the end of the unit. Unit Test (The test will consist of true/false, matching, short answer, paragraph answer and/or one long answer question consisting of multi paragraphs from the unit) or an In-Class Essay
First World War Unit Mark: 10%	Grade Breakdown: Complete a learning guide along with a series of unit assignments to build knowledge and comprehension of content with the completion of a test at the end of the unit. Unit Test (The test will consist of true/false, matching, short answer, paragraph answer and/or one long answer question consisting of multi paragraphs from the unit) or an In-Class Essay
Interwar Years Unit Mark: 10%	Grade Breakdown: Complete a learning guide along with a series of unit assignments to build knowledge and comprehension of content with the completion of a test at the end of the unit. Unit Test (The test will consist of true/false, matching, short answer, paragraph answer and/or one long answer question consisting of multi paragraphs from the unit) or an In-Class Essay
The Second World War Unit Mark: 10%	Grade Breakdown: Complete a learning guide along with a series of unit assignments to build knowledge and comprehension of content with the completion of a test at the end of the unit. Unit Test (The test will consist of true/false, matching, short answer, paragraph answer and/or one long answer question consisting of multi paragraphs from the unit) or an In-Class Essay
Canada and the Post War World Unit Mark: 10%	Grade Breakdown: Complete a learning guide along with a series of unit assignments to build knowledge and comprehension of content with the completion of a test at the end of the unit. Unit Test (The test will consist of true/false, matching, short answer, paragraph answer and/or one long answer question consisting of multi paragraphs from the unit) or an In-Class Essay
The Late 20th Century and Early 2000's Unit Mark: 10%	Grade Breakdown: Complete a learning guide along with a series of unit assignments to build knowledge and comprehension of content with the completion of a test at the end of the unit. Unit Test (The test will consist of true/false, matching, short answer, paragraph answer and/or one long answer question consisting of multi paragraphs from the unit) or an In-Class Essay
Immigration and Minority Issues Unit Mark: 10%	Grade Breakdown: Complete a learning guide along with a series of unit assignments to build knowledge and comprehension of content with the completion of a test at the end of the unit. Unit Test (The test will consist of true/false, matching, short answer, paragraph answer and/or one long answer question consisting of multi paragraphs from the unit) or an In-Class Essay

Human Geography Unit Mark: 10%	Grade Breakdown: Complete a learning guide along with a series of unit assignments to build knowledge and comprehension of content with the completion of a test at the end of the unit. Unit Test (The test will consist of true/false, matching, short answer, paragraph answer and/or one long answer question consisting of multi paragraphs from the unit) or an In-Class Essay
Final Comprehensive Project Mark: 20%	Inquiry and Research project to demonstrate utilizing Core Competencies, Skills, and Processes, along with Personal and Social Responsibility

Course Assessment

Unit Assignments and Tests – 80% - (Eight-unit assignments and learning guides to build and demonstrate knowledge and understanding of information covered in the course with a unit test or In-Class Essay at the end of each unit)

Final Project – 20% - (Final Comprehensive Project to build and demonstrate knowledge, understanding, applying, analyzing, and evaluating information)

EVALUATION

Graded work will be assessed according to the percentages provided by the BC Ministry of Education.

On the report card a letter grade will appear. The letter grades will be determined by the BC Ministry percentages as follows:

A - 86-100% B – 85-73%

C+ - 67-72% C – 60-66%

C- - 50-59% No Credit – 0%-49%

Main Resource Used: Explorations Social Studies 10 – Student Workbook from Hazelmore Publishing

Source: Falk, Jerry, et al. *Social Studies 10 Student Workbook*. Hazelmore, 2025.

Citation: (Falk, et al. page #)

The IB learner profile is at the heart of all IB courses and activities. Adherence to its principles is an important component to the IB program and students are encouraged to follow these principles.

As IB learners we strive to be:

INQUIRERS - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATION - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED - We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

THE FINE PRINT - Port Moody Secondary students are also expected to adhere to IB, district and school policies (Academic Honesty Policy, Assessment Policy, Language Policy and Special Educational Needs Policy) as outlined in the planner and on the IB, school and district website.

ASSESSMENT

There will be three assessment objectives in Pre-Diploma Social Studies 10

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding through comparison/contrast, connecting, analyzing, and evaluating significance.

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyze and interpret a variety of sources.
- Answer questions by applying new skills and/or knowledge

Assessment objective 3: Use and application of appropriate skills

- Produce work that shows evidence of organization and planning
- Use correct grammar and spelling in written output and discussion
- Demonstrate evidence of independent thought and expression (no plagiarism)

The above objectives will be met in this course through a variety of ways:

Assignments will involve using in-depth knowledge and historical interpretations to understand different perspectives or to come to an informed decision on a topic. These assignments will be presented in a variety of creative and engaging ways. Assignments will normally be done alone or in a group, however, occasionally students will be required to work in groups and will only be given a group mark. In this case, it is imperative that students work cooperatively together to achieve the outcome.

- **Tests will be either in a standard format (i.e. multiple choice/short answer), document analysis format, or a paragraph answer.**
- **The emphasis of these tests is to assess understanding of the topic, including causes and consequences, connections between events, and significance.**
- **Another form of assessment will be a formal 5 paragraph in-class essay, which covers the major themes and events covered in the unit(s).**
- **Students will know the events/themes ahead of time and may bring in notes on topics of their choosing for some of the assessments.**