



Social Studies 10 Course Outline 2023-2024 **Canada and the World: 1914 to the Present**

Argyle Secondary School

Mr. Ramsay (He/Him)

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teams code: P5 – **mpnicq6** – P7 – **h6bz0xx**

The overarching goal of Social Studies 10 is to develop thoughtful, responsible, and active citizens who are able to gather the necessary information to consider multiple perspectives. Students will be required to make reasoned, ethical judgements about actions in the past and present, and to determine appropriate ways to remember and respond.

Social Studies 10 can be broadly described as a history of Canada and the world from 1914 to the present. Students will be provided with the opportunity to examine historical and contemporary social, cultural, political, legal, economic, and environmental issues. There will be a focus on the development, structure, and function of Canadian and other political institutions, including First Peoples governance. Central themes include discriminatory policies and injustices in Canada and the world, as well as Canada's involvement in international conflicts such as WWI, WWII, and the Cold War. Throughout the course, we will examine Canadian autonomy and changing perceptions of identity in Canada

Social Studies 10 Big Ideas

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.

curriculum.gov.bc.ca/curriculum/social-studies/10/core

Course Content:

1. The Structure of Canada's Government
2. Canada Before, During and After World War 1
3. Canada and the Roaring Twenties
4. Canada and the Great Depression
5. Canada and World War 2
6. Canada and the Cold War
7. Human Rights in Canada and Abroad

Assessment:

Students will be assessed in a variety of different ways throughout this course. Assessments include writing assignments, projects, presentations, discussions, quizzes, and tests.

Students will receive letter grades based on the grading scale shown on page 12 of the Argyle Agenda Book.

Expectations:

- Respect for others and for yourself are the key to a successful classroom. Students are expected to follow the Argyle Code of Conduct.
- Regular attendance and punctuality are essential. Students who miss class are expected to make an effort to make up missed work and catch up with the class.
- Participation in class discussions, small group work, and other classroom activities is necessary to be fully successful in this course.
- Advocate for yourself! Ask questions, make comments and take control of your learning!
- Students must come to class with all materials they may need (well-organized binder, paper, pens, pencil, highlighter, whiteout, etc.)
- All work submitted must be your own. Plagiarism is unacceptable.
- Phones should be kept in your bag or your locker. They are a useful tool in many ways, but are also very distracting. They may be used in class only with teacher permission.

Curricular Competencies: Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at a particular times and places, and from group to group (significance).
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence).
- Compare and contrast continuities and changes for different groups at particular times and places (continuity and change).
- Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence).
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective).
- Make reasoned ethical judgements about actions in the past and present and assess appropriate ways to remember and respond (ethical judgement).

Flex Times:

Extra help is available 8:30 – 9:10 Mon. - Fri.

Contact:

Microsoft Teams will be used to communicate for this class. Students are expected to regularly check for messages, know how to submit work on Teams, and be able to access files from home.