



Socials 10 Outline (Canada and the World: 1914 to the Present)

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Course Description:

This course will take you on a journey and tackle the questions that are often the most difficult ones to answer. For example, why were high school students volunteering to fight for Canada in WW1 when the dangers were so high? Why would someone want to fight in a war to begin with? Is Canada actually this peaceful and loving country that it's often portrayed as? Our journey will also take us outside of Canada to our neighbors to the South, where it appears racial tensions are at an all time high. Can we attribute this to Trump? Is it fair to put blame on his shoulders for the recent mass shootings at the hands of white supremacists? Is the "gun issue" in the United States as bad as it is portrayed in the news? We will also tackle some challenging questions such as: Is it time to stop making apologies for indiscretions in the past and just tell people to move on? If you like trying to solve puzzles you will enjoy the Murder Mystery unit. If you follow the current stories surrounding the racial climate in the world today you might be intrigued by the section covering the Black Panther Party and whether or not the actions they took resulted in positive change for minorities. These are just some of the examples of the topics we will cover in this course. I encourage students to suggest topics as well.

Students are expected 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 particular times and places, and from group to group.
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data.
- Compare and contrast continuities and changes for different groups at particular times and places.
- Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences.
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.
- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond.

Students are expected to know the following:

- Government, First Peoples governance, political institutions, and ideologies
- Environmental, political, and economic policies
- Canadian autonomy
- Canadian identities

- Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments
- Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
- Domestic conflicts and co-operation
- International conflicts and co-operation

Classroom Rules:

- All students are expected to show courtesy, and respect for each other and towards the teacher
- All students are expected to follow safety rules. Any physical or verbal abuse will be taken extremely serious and dealt with in an appropriate manner.
- Attendance is expected for each class
- Washroom (with teachers permission)
- Food/Drink (at teachers discretion)
- Music (at teachers discretion)
- You are responsible for making up for missed classes. If you miss a class you must contact me or a classmate of yours prior to showing up for your next class.

Assessment:

- Students will be assessed based on how well they do on assigned tasks **and** on the effort they put into said tasks.