

# Social Studies 10

**Credits:** 4    **Type:** Online

## Course Description:

Canada and the world have changed drastically since the start of World War 1. At that time, there were just over 500,000 telephones in Canada, and bread cost six cents a loaf. There were only 50,000 cars on the road, and many people did not have electricity, particularly in rural areas. The last 100-plus years have also seen many of history's great triumphs and tragedies. Economic standards of living have increased around the world, but poverty still affects billions. By some measures, it seems that we have come so far, but by other measures, we are still a long way from where we would like to be as a human race.

Social Studies 10 explores important Canadian and global narratives since 1914, examining some of humanity's best and worst moments. Approaching the study of history through storytelling, this course explores Canadian and human identity. There are stories of service, community, love, and sacrifice, but also of contempt and disrespect. There are stories that show justice done for some, but also stories from voices who have seen justice denied.

Martin Luther King Jr. said, "The arc of the moral universe is long, but it bends toward justice." What way has the arc of the universe bent over the last 100 years?

## Major Units and Topics:

- 1914-1939
- 1940-1963
- 1963-1990
- 1990-2001
- 2001-Present
- Final assessments

## Assessment Requirements:

- "Going Deeper" reflection questions
- Quizzes
- Discussion forums
- Cause-and-Effect Flowchart
- Midterm exam
- Independent Inquiry Project
- Final Project and Final Exam
- Each lesson designed to take approximately 45-60 minutes, with the exception of major projects and assignment



### Learning Standards Overview:

<b>Curricular Competencies</b> <i>Students are expected to:</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
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	✓	✓	✓	✓	✓
Compare and contrast continuities and changes for different groups during this period	✓	✓	✓	✓	✓
Assess how prevailing conditions and actions of individuals or groups influence events, decisions, or developments	✓	✓	✓	✓	✓
Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs	✓	✓	✓	✓	✓
Recognize implicit and explicit ethical judgments in a variety of sources	✓	✓	✓	✓	✓
Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond	✓	✓	✓	✓	✓



<b>Content</b> <i>Students are expected to know the following:</i>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
Development, structure, and function of Canadian and other political institutions, including First Peoples governance	✓		✓	✓	✓
Political and economic ideologies and development of public policy	✓	✓	✓	✓	✓
Changing conceptions of identity in Canada	✓	✓	✓	✓	✓
Canadian autonomy	✓			✓	
Domestic conflict and cooperation			✓	✓	
Discriminatory policies in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments	✓	✓	✓	✓	✓
International conflicts and cooperation	✓	✓	✓	✓	✓
Human-environment interaction					✓
Economic development and Canada's role in a global economy				✓	✓
Truth and reconciliation in Canada	✓		✓		✓

