



Course: Social Studies

Course Description:

Welcome to Social Studies 10. This class will focus on the themes connected to the creation of Canada, global perspectives, historical and contemporary injustices in Canada.

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 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, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)
- Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence)
- Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)
- Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)

Big Ideas: By the end of this course, students will understand:

- 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.

Core Competencies:

Communication

- Listen, connect, and engage with others through conversation, sharing my ideas, and being respectful of other's ideas
- Understand, interpret, and present information to different audiences
- Collaborate with others and contribute to a group by taking on a role or responsibility
- Explain and retell an event and identify what I learned from it through reflection



Thinking

Creative

- Generate new ideas inspired by connecting with others' ideas
- Create new ideas by my interests or my environment

Critical

- Analyze and evaluate facts, information, ideas and solutions and draw conclusions
- Explore questions or challenges related to key issues or needs in my studies, my life or the media
- Create, develop, and refine a plan in response to my questions or challenges

Personal & Social

- Understand that my identity is made up of many interconnected aspects (life experiences, family, community, cultural contexts)
- Describe my values and how they affect personal choices
- Identify my individual characteristics including strengths and areas I need to focus on
- Positively contribute to my classroom, my community, and/or a larger environment

Resources including the following but not limited to:

Canadian Issues: A Contemporary Perspective by Daniel Francis et al.

Assessment:

Formative 30%:

Assignments

Mind Maps

Quizzes

Group Work

Summative 70%:

Projects

Presentations

Exams

With respects to the First People's Principles of Learning, students may be alternatively assessed in ways that people can display knowledge and subject mastery. The alternative assessment can be storytelling, art or other expressions of self, knowing and learning.

First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.



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Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Expectations: Attendance is mandatory. Students are expected to use their electronics responsibly, speak English, and participate in daily activities. Students will take an active role by discussing, doing work, working in partners or groups, and taking notes. Students are responsible for any missed assignments.

****Late assignments may be penalized.**

Week	Unit
1-4	<u>Pre-WW1</u> - Prohibition - Suffrage Movement - Komagata Naru - Primary and Secondary Source Analysis <u>Canada at War (1914-1919)</u> - 3 main battles (Vimy Ridge, Ypres, Battle of the Sommes) - Significant People (Robert Borden, Woodrow Wilson etc) - Unit 1 Test
5-6	Interwar Period (1920-1939) – Roaring 20's – The Person's Case – Dusk Bowl – The Winnipeg General Strike – The Great Depression – Anti-Immigration in Canada Unit 2 Test
7-10	– World War Two (1939-1945) – The Battle of the Atlantic



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	<ul style="list-style-type: none">– Canadians in the Air (RCAF)– Raid of Dieppe– Cryptography– Women in War– The Holocaust– Japanese Internment Camps– Liberation of Normandy <p>Unit 3 Test</p>
`11-12	<p>Unit 4: Post War Canada (1945-1990)</p> <ul style="list-style-type: none">- Oka Crisis- Cuban Missile Crisis- Suez Canal- Vietnam War- Korean War <p>Unit 4 Test</p>
13-14	<p>Unit 5: Contemporary Canada (1990-2024)</p> <ul style="list-style-type: none">- Canada and Climate Change- Quebec Sovereignty- First Peoples protest and advocacy movements (Idle No More)- <p>Current Issues and Presentations</p>