



north vancouver

Distributed Learning School

Course Plan: SOCIAL STUDIES - 1750 – 1919

COURSE DESCRIPTION:

SOCIAL STUDIES 9- 1750 - 1919 is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document for **SS9** please go to

<https://curriculum.gov.bc.ca/curriculum/social-studies/9>

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

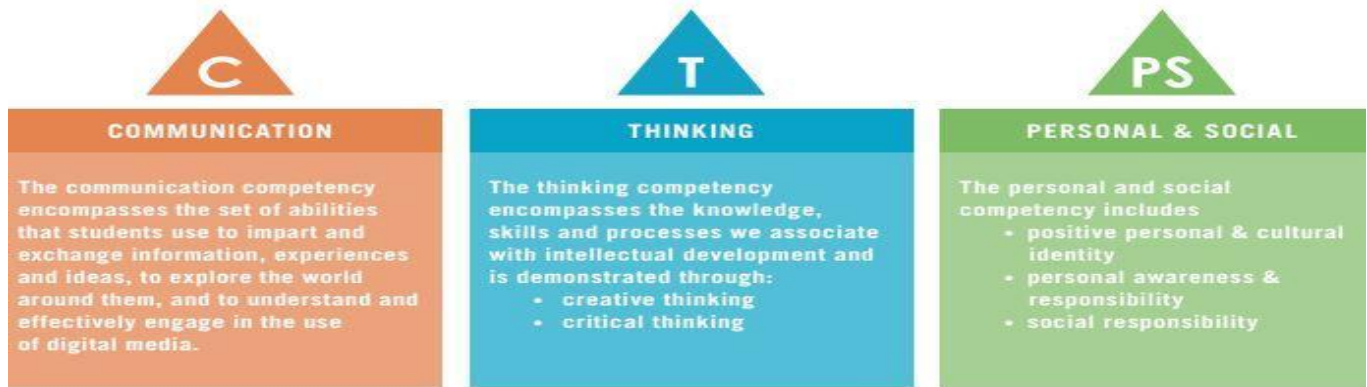
Emerging ideas and ideologies profoundly influence societies and events.

The physical environment influences the nature of political, social, and economic change.

Disparities in power alter the balance of relationships between individuals and between societies.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

- 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, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (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 affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)

Unit – Introduction Immigration in Canada will cover the following Learning Outcomes (Curricular Competencies)

- Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)

These are 2 of the 7 learning outcomes in the course curriculum, which comprises 29% of the course Learning Outcomes/Activities. (2/7= 29%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- political, social, economic, and technological revolutions
- imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
- global demographic shifts, including patterns of migration and population growth
- nationalism and the development of modern nation-states, including Canada
- local, regional, and global conflicts
- discriminatory policies and injustices in Canada and the world, such as the Head Tax, the *Komagata Maru* incident, residential schools, and World War I internment
- physiographic features and natural resources in Canada

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 North America and First Peoples

Students will learn about the vastly different geographic regions of the continent and the First Nations civilizations that had developed. Students will use mapping skills and learn some new ones in this module. One assignment for this module will be an ethnographic study of one of the First Nations cultures of North America. This project will introduce you to the research process and how to evaluate resources. Students will also be given the chance to start thinking critically about some of the accounts of the early contact that the explorers had with the First Nations people who had been living here for thousands of years.

Big Idea: Disparities in power alter the balance of relationships between individuals and between societies.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities

Unit 2 - Battles over land and Trade

Throughout this unit, students will be examining competition for resources, ensuing conflicts and resolutions between the European nations who were competing to dominate the continent for their own gain. You will also take note of the interactions that Europeans had with the First Nations who occupied their traditional lands.

Big Idea: The physical environment influences the nature of political, social, and economic change.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is embedded in memory, history, and story.

Unit 3 – Creating Canada

In this unit, students learn about how the formation of Canada. Students look at some of the issues present in the colonies that later became Canada that led to the creation of a country. Students learn how Canada negotiated independence from Great Britain starting in the mid-1800's. Students look at the advantages and disadvantages that were considered before Confederation finally took place in 1867. You will consider the consequences that we would have borne if the Canadian colonies chose not to form a federation.

Big Idea: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves generational roles and responsibilities and learning is embedded in memory, history and story.

Unit 4 – The struggle for rights

In this module student will have the opportunity to read and learn about many forms of revolution. Students will be given the opportunity to think about the conditions that lead to revolution as well as why revolutions take the course that they do.

Big Idea: Emerging ideas and ideologies profoundly influence societies and events.

Core Competency: *Personal and Social*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings

- Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsd44curriculumhub.ca/assessment/>

Formative:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative:

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Introductory Unit - Substantive Assignments	10
Assignments	35
Quizzes	10
Unit Projects	25
Unit Tests	20
<i>Course Total</i>	100

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.