



## Windsor Secondary School

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### Mission Statement "Learning for Success"

At Windsor Secondary School we strive to provide a secure and supportive environment for a diverse community of individuals who actively pursue lifelong acquisition of knowledge, skills, and attitudes which equip each of us for a meaningful and productive future.

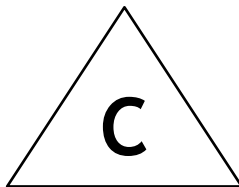
# Social Studies 9: Revolution and Reform Course Outline 2021/22

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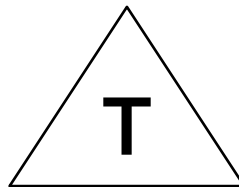
## Core Competencies

*Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.*

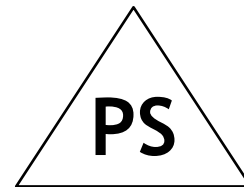
*Further detail of the core competencies can be found at <https://curriculum.gov.bc.ca/competencies>*



Communication



Thinking



Personal & Social

## 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.

Collective identity is constructed and can change over time.

## Curricular Connections

### Know

Students are expected to know the following (with examples):



- political, social, economic, and technological revolutions
  - Industrial Revolution
  - American Revolution
  - French Revolution
  - Rebellions of 1837
- imperialism and colonialism, and their continuing effects on indigenous peoples in Canada
  - treaty process
  - Indian Act
  - Manifest Destiny
- global demographic shifts, including patterns of migration and population growth
  - slavery
  - disease, poverty, famine
  - immigration
- nationalism and the development of modern nation-states, including Canada
  - responsible government
  - Canadian Confederation
  - CPR, National Policy
- local, regional, and global conflicts
  - Seven Years' War
  - War of 1812
  - American Civil War
  - Boer War
- discriminatory policies and injustices in Canada and the world
  - Chinese Head Tax
  - residential school system
  - gender issues
  - labour issues
- physiographic features and resources in Canada

### Do

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
- 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

### Understand



## Social Studies 9 Revolution and Reform: 1750 to 1914

## Student Learning Activities and Strategies

*Students may engage in the following learning activities and strategies:*

- formally written paragraphs, letters, and multi-paragraph compositions
- research projects, charts, graphs, and timelines
- examination and interpretation of primary and secondary print and non-print resources
- cooperative group work and peer teaching, including oral presentations
- note-taking, including graphic organizers

## Assessment

*Assessment of student learning will include some or all of the following formative and summative strategies:*

- chapter tests and quizzes
- day-to-day lesson assignments
- extension assignments, including research and reporting
- oral discussions and presentations
- a well-organized and comprehensive course notebook

## Course Syllabus

Unit 1: Change Comes to Europe (approx. 6 classes)

- Agricultural, Economic, and Industrial Revolutions
- Society and Culture

Unit 2: North American Beckons (approx. 15 classes)

- The Regional Geography of North America
- European Arrival in Canada
- Canada Moves West
- The American Revolution and British North America

Unit 3: Our Developing Nation (approx. 11 classes)

- The Colonists: Land and Government
- Building a Nation

Unit 4: The Development of the West (approx. 7 classes)

- The Development of British Columbia
- The Emergence of Vancouver

Unit 5: Defining Canada (approx. 5 classes)

- The Emergence of Modern Canada

## Evaluation

Course work including chapter tests, quizzes, lesson assignments, and a final exam (if applicable) will comprise 100% of students' course grades.

## Reporting

In addition to the formal interim and term reports, parents are encouraged to follow their child's progress through MS Teams. Students can provide their parents with the necessary username and password to access MS Teams.

## Required Materials

*The following materials should be brought to class on a regular basis:*

- HB pencils and an eraser
- 1.5” three-ring binder (exclusively for social studies)
- blue/black ball-point pens
- binder section dividers

## Classroom Conventions

*Please pay close attention to the following guidelines:*

- As per the Windsor Secondary electronics policy, do not use portable listening devices, mobile phones, and other activated communications devices in class, **unless permitted by your teacher.**
- Students may use portable computers in class, however, the same electronics policy applies.
- Do not consume food or drink (except for water) in class.
- Remove hats and hoods while in class.
- Manage washroom use outside of class time.
- Arrive at class on time (at your desk and ready to learn before the second bell rings). If late, knock once and quietly wait to be admitted.
- Each student is responsible for his/her assigned textbook and will be charged accordingly for lost or damaged books.

## Policies and Procedures

- All assignments must be satisfactorily completed and submitted to achieve a passing grade in this course. Any incomplete or unsatisfactory coursework must be improved and resubmitted. Deductions will be applied to resubmitted and late coursework.
- Missing classes for any reason will have an impact on learning, assessment, and evaluation.
- Students absent from class, whether excused or unexcused, are solely responsible for obtaining and completing any missed information, assignments, and coursework. The school and teaching staff are not required to make special arrangements for unexcused absences. **Family vacations do not qualify as excused absences.**
- Repeated unexcused absence and/or tardiness will result in consequences from the classroom teacher and from the grade administrator.
- See the Windsor Secondary agenda for the full attendance policy.
- This course outline must remain in the “reference” section of the student’s binder for the duration of this course.
- Parents/guardians, please sign this course outline and have your son/daughter submit a scan of the signed form to MS Teams.

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_