

### SOCIAL STUDIES 9

# Windsor Secondary School

931 Broadview Drive

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At Windsor, we aspire to be a vibrant learning environment where individuals respect and encourage each other to develop the competencies to thrive in a rapidly changing world. We strive to foster engaged critical thinkers and compassionate, educated citizens.

**Mr. Schuman**

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**COURSE INTENTION:**

This course will focus on building and developing foundational skills as part of the overall BC Social Studies 9 curriculum. The attainment of historical and geographical knowledge, understanding and skills will be emphasized, with importance placed on the development of students’ abilities in research, critical thinking, analysis, synthesis, and communication.

The Social Studies 9 curriculum is comprised of history between 1750 and 1919 and Physiographic Geography. We will look at how revolutions in Europe and America changed our world and the impacts of European expansion across the globe. We will use the big ideas to examine the early development of Canada (Geography, First Nations, and Exploration & Settlement). Students will develop an understanding of the connections between the past, present, and future and the people, events, and trends that have shaped the development and evolution of societies, especially our own. A complete understanding of Canada’s past and present includes developing an understanding of the history and culture of Canada’s First Nations.

**BIG IDEAS**

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| --- | --- | --- | --- |
| New **ideas** profoundly influence societies and events | The **environment** influences political, social and economic change | Differences in **powe**r alter the relationships between individuals and between societies | Collective **identity** is constructed and can change over time. |

The Big Ideas consist of generalizations, principles and key concepts important to Social Studies. They represent what students will understand at the completion of the curriculum for their grade. Embedded within the course content, they are intended to endure beyond a single grade and contribute to future understanding.

**SCHOOL WIDE CORE GOALS**

https://curriculum.gov.bc.ca/competencies

**CRITICAL & CREATIVE THINKING:**  asking thoughtful questions, generating ideas and analyzing topics and sources of information

**COMMUNICATION**: engaging and collaborating with others; explaining, reflecting and presenting information.

**PERSONAL AND SOCIAL:** developgoodworkhabits,management skills,and relationships with others in the classroom

**CONTENT**

**Canada’s Physical Diversity & Economy**

(Horizons: Chapters 1, 3, 8 and 10)

**New France & the Fur Trade**

(Horizons: Chapters 1 and 2)

**Revolution and Change**

(Crossroads Textbook: Chapters 3,4, 5 & 10)

**BNA & Confederation**

(Horizons: Chapter 2)

**Development of Western Canada**

(Horizons: Chapters 4, 5, 6, 7 and 9)

**Canada & World War One**

**ASSESSMENT AND EVALUATION**

Assessment happens daily -- when questions are asked and answered, when you reflect on something, when you get feedback on what you say or do and when you turn things in or complete them.  
  
The "summative" parts are generated from the work you submit and the tests you write. These will occur at key stages and will allow you the opportunity to show the degree to which you can perform specific competencies in relation to the learning standards.

The year has been divided into three terms so students will receive formal report cards three times during the year, as well as interims or incomplete forms when necessary. Marks throughout the year will be calculated and reported as a cumulative mark. The following are some of the assessment and evaluation strategies that may be used:

• quizzes, homework

• paragraphs on a variety of topics

• oral discussion, presentations, group activities

• formal exams and unit tests

• research assignments

**CURRICULAR COMPETENCIES**

(https://curriculum.gov.bc.ca/curriculum/social-studies/9)

* Use effective inquiry skills: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
* Assess the significance of people, places, events, and developments, and compare varying points of view
* Assess 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 the same time period (continuity and change)
* Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)
* Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
* Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
* Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

**Resources:**

\*Textbook: Crossroads: A Meeting of Nations & Horizons: Canada Moves West

\*Articles and Handouts

\*Atlas

**KEYS TO SUCCESS:**

Making good choices is the key to success. I will try my best to help you be successful and I will also try to understand your concerns and needs. The following tips will help you to maximize your potential this year.

* ATTENDANCE

Students absent from class, whether excused or unexcused, are solely responsible for obtaining and/or completing any missed tests, assignments, or homework.

* EFFORT

All assignments must be satisfactorily completed to achieve a passing grade in this course. All incomplete/unsatisfactory assignments must be improved and resubmitted until a satisfactory standard has been achieved. Late assignments may be graded on a pass/fail basis.

* ENGAGEMENT:

If you are given class time to collaborate and/or complete assignments, it is expected that the time is used effectively.

* COMMUNICATION:

Please let me know when and if you experience difficulty with any components of the class. Please ask questions if you become confused or have concerns.

* DIGITAL DEVICES

The use of social media and/or personal devices is not permitted during class time unless specifically authorized by the teacher; if not in use, personal devices must be turned off and put away so as they are not visible/distracting.