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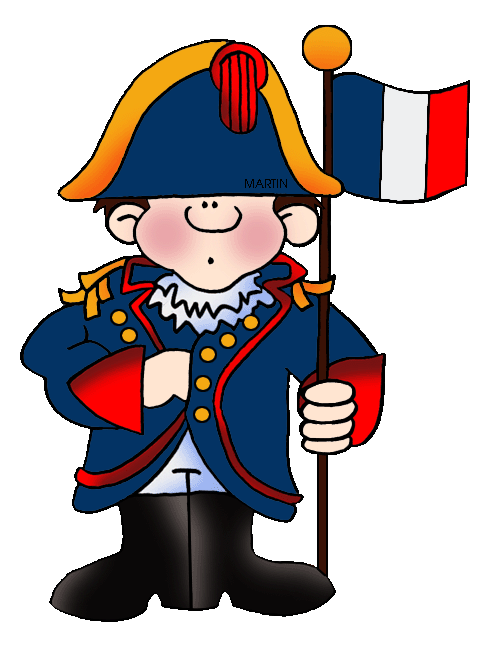
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2017-2018 School Year



## Social Studies 9

### Goals of Social Studies

* To develop thoughtful, responsible, and active citizens who are able to acquire the requisite information needed to consider multiple perspectives and to make reasoned judgments.
* Social Studies 9 involves BIG IDEAS about power, ideas, and change. Students will be able to recognize how the ideas and stories of various societies left a mark on cultures and landscapes, and will be able to see how these same patterns are present and active in their own world.
* Allow students to gain an understanding and to prepare to exercise their roles, rights, and responsibilities within the family, the community, Canada, and the world.
* To help students develop an appreciation of democracy and what it means to be Canadian.
* To help students demonstrate respect for human equality and cultural diversity.
* To teach students to think critically, evaluate information, and practice effective communication and appreciate the importance of these skills.

### Core Competencies, Big Ideas, Social Studies Competencies, and

### Social Studies 9 Content

**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.

The following skills will be developed throughout the course:

* **Communication** -The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.
* **Thinking** - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.
* **Personal and Social** - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

\*Students will self-assess on the core competencies and provide evidence in their MyEd Portfolios.





Historical Bookends: **1750 – 1919 C.E.**

* **Big Ideas:**
* 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.
* **Students are expected to be able to do the following Core 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, places, events, or 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 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)

* **Students are expected to know the following Content:**
* 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

**PART ONE:  REVOLUTIONS**



* French and Russian Revolution (Modern Revolutions)
* Rise and Fall of Napoleon Bonaparte
* Agricultural and Industrial Revolutions
* Age of Imperialism – Establishing Colonial Empires
* Rise of Nationalism and World War I

**PART TWO:  NEW WORLD:  NORTH AMERICA**

* First Nations of Canada
* First Contact:  European Exploration and Settlement
* Foundations of Canada:  The establishment of a royal colony “New France”
* Clash of Empires:  Struggle for control of North America
* American Revolution



* Off to a rocky start:  Tension and conflict in the British colonies
* Canadian Confederation

**PART THREE:  GEOGRAPHY OF NORTH AMERICA**

* Introductory Mapping Skills
* Physical and Political Geography of Canada
* Physical Geography of North America

**PART FOUR:  CURRENT EVENTS**

In this course, we will not only be studying the past, but also the present.  The material you will learn can be used to understand current conditions in the world today.  As such, your experiences now can help you understand and relate to a time in the past.  Students will participate during in-class discussion on current events. You are encouraged to watch the news and read the newspaper on a regular basis in order to contribute to class discussions.

Grading

# Unit Tests … … … … … … … … 40% SCHOOL MARK 80%

Homework, Quizzes &

Assignments… … … … ………… 60% FINAL EXAM 20%

100% School 100% Final

Mark Course

Mark

Final Exam Recommendation Policy:

If a student maintains an 80% average and a G for effort for the year they may receive a ‘recommendation’. What does this mean? Your Final Exam will only count if it betters your mark. Please note this recommendation is ‘up to Ms. Rusk’.

* Each unit will include a summative test based on the text and other in-class information.
* Each unit will include at least one project. It may be teacher directed, or it may be student-directed.
* Assignment weighting will be based on the amount of time spent on each assignment and the amount of learning outcomes displayed. (i.e.: a large project will be worth more than a homework check.

Course Expectations

* **Mutual respect** - treat the students, teacher, and learning space with dignity, safety, calmness, and joy
* **Self-reliance** – take responsibility for your actions, attendance, work habits, expected workload, deadlines, & progress
* **Balance** - there is a season (and time in class) for everything; teacher, students, group, individual, talk, listen, laugh, reflect
* **Curiosity** – ask thoughtful questions of yourself, teacher, and classmates, and ask for help when you need it

**TECHNOLOGY** – Cell phones, tablets, etc. can be great learning tools for collaboration, research, and making. They can also draw students away from the classwork, teacher, and other students. There will be times when technology will be encouraged, and times when they must be put away.

**POLICY REGARDING LATE ASSIGNMENTS AND TESTS:**

* Assignments are to be completed the day they are assigned, and it will usually be checked by a reading quiz at the start of the next class. Frequently you will be allowed to use your assignment on the quizzes. If your assignment is not done, you will write the quiz without the use of your assignment. Some assignments will be collected and evaluated.
* When work is turned in long after the original due date, and when a student has not kept up with the requirements of this course, assessment of a given assignment will include consideration of the extended working period.
* There are two expectations concerning overdue assignments:

1. They will show more effort and more refinements than work completed in a more timely manner.
2. They will show originality (i.e. not copied off of a fellow student or a published author) since **plagiarism** means the possibility of failure.

* Finally, the marking of overdue work may be far more critical than if that same material had been turned in earlier. (Refer to in-class discussion.)
* While regular attendance alone will not guarantee success, it is important that you attend regularly. Use a “buddy system” (or look on the webpage) to ensure you are informed of assigned work if you are away (an absence is not an excuse for incomplete work or being unprepared for a test or quiz). All other assignments must be handed in on the day you return to school. It is your responsibility to arrange a make-up time for a missed test as soon as you return to school.
* It is important to note that I have an intense hatred of students skipping tests or due dates and only under special circumstances will my anger be assuaged (i.e. a Valid excuse, with verifying documentation).
* If you know you are going to be absent ensure assignments due during that period are handed in before you depart, and ask in advance for work that will be assigned during that time.
* Cheating: If you are caught cheating you may receive a “0” on the evaluation.
* Plagiarism: If you are caught plagiarizing you may receive a “0” on the assignment,

and you may fail the course.

* In the event that a student is failing or otherwise performing poorly, an interim report will be issued. The reporting symbol “I” will be used to alert parents/guardians that the student is not demonstrating minimally accepted performance standards. The student will have the opportunity to submit the specified missed work in a timely manner, or may just be given direction to improve assignment, test and/or quiz marks. Failure to do as such may result in a failure for those learning outcomes.

**Agreement: Please sign below to indicate that you have read and understood our class policies and course content. Have a great year!**

(Student):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Parent/Guardian):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_