



Social Studies 9

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Introduction

Welcome to Social Studies 8!

We hope that by the end of this course, you'll have a better understanding of these big ideas:

1. Emerging ideas and ideologies profoundly influence societies and events.
2. The physical environment influences the nature of political, social, and economic change.
3. Disparities in power alter the balance of relationships between individuals and between societies.
4. Collective identity is constructed and can change over time.

Note: For some elements of this course, you may need to do research. Make sure all sources are cited (stated) and always either put things into your own words or, if there is a particularly good quotation to use, put the copied work in quotations and cite your source (this should be used sparingly). **Copying work directly from another source will result in a zero for that assignment.**

Topics in ...

Unit 1. Revolutions:

- The French Revolution
- The Industrial Revolution
- The Hatian Revolution
- The Red River Rebellion
- The American Revolution

Unit 2. Wars and Conflicts:

- The Seven Years War
- The War of 1812
- The Fraser Canyon War
- The Chilcotin War
- The American Civil War
- World War I

Uni 3. Discrimination:

- Residential schools
- Chinese Head Tax
- Komagata Maru
- Suffrage
- Labour Rights

Assessment

Students will be assessed on the following levels of competency at grade level:

Beginning to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies and processes.	Applying knowledge, skills, strategies and processes consistently.	Extending knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"> ▪ Student is beginning to understand at grade-level expectations ▪ Shows evidence that learner can demonstrate some progress towards the learning standards 	<ul style="list-style-type: none"> ▪ Student is developing understanding at grade-level expectations ▪ Shows evidence that learner can understand the learning standards in basic or familiar situations 	<ul style="list-style-type: none"> ▪ Student is applying understanding at grade-level expectations ▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations 	<ul style="list-style-type: none"> ▪ Student is extending understanding at grade level expectations ▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations

Mastery is encouraged. Students who wish to improve their work and resubmit are to invited to discuss their options with their teacher.

When the authenticity of student work is in question, the teacher reserves the right to base final grades on teacher supervised assignments and assessments.

Resources

Blackboard Learn 9 Website: <http://sd68.blackboard.com>
login: 3lastnameinitial
psswd: firstname

Jupiter Grades: Mark update and assignment feedback at <https://jupitergrades.com>

School Website: <https://island-connected.sd68.bc.ca>

Attendance

Please be aware that Island Connect K -12 does not have a general attendance requirement. However, it is in your best interests to make a habit of checking in with Mela Vallentgoed at least once a week – face to face, by email, phone or through the virtual office link above. Past learners have stated that such contact promotes engagement with the course materials and serves to motivate them to complete the work in a timely fashion.

Completion Timeline Expectations

Successful learners typically finish within four months of initial enrollment in this course. COMMIT to achieving your goals! Get a calendar out and plan how you and when you will complete each lesson in the first

two units immediately. If you mess up, do your best to catch up, but change the timeline right away to reflect this change and, then, do your best to never let yourself fall behind again.

Ministry Curricular Outcomes

CURRICULAR COMPETENCIES: Students are expected to be able to do the following:

1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
2. 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)
3. Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)
4. Compare and contrast continuities and changes for different groups at the same time period (continuity and change)
5. Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)
6. Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
7. Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
8. Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

CONTENT: Students are expected to know the following:

1750-1919:

1. political, social, economic, and technological revolutions
2. imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
3. global demographic shifts, including patterns of migration and population growth
4. nationalism and the development of modern nation-states, including Canada
5. local, regional, and global conflicts
6. 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
7. physiographic features and natural resources in Canada