

# Social Studies 9

## Burnaby Mountain Secondary

Semester (2021-2022)



**Ms. Vangelista**

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Welcome to Social Studies 9! The primary goal of Social Studies 9 is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively. Through their study of historical events, students will gain an understanding of the people, places, issues, and events that have shaped the world they live in. By studying some of the many different cultures and ways of life that exist and have existed throughout the world, students will develop both a deeper understanding of the differences between peoples and an appreciation of the aspects of human experience shared across time and space. **Students in Socials 9 will cover a wide range of global topics ranging from the years 1750-1919.**

Social Studies 9 students will be using both a **Crossroads 1st Ed. & Horizons 2nd Ed. Textbook**. Students will also be given additional handouts, readings, primary sources, articles, and more. )

All class information will be available on our **Office 365 Teams Page**.

**Social Studies 9 has been redesigned on a new concept-based competency-driven approach to learning. Three key areas form the foundation of the framework:**



- 1) **KNOW** – the content that students learn
- 2) **DO** – the curricular competencies (the strategies & competencies students will learn)
- 3) **UNDERSTAND** – the ‘big ideas’ and concepts that students learn & understand

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

### Course Expectations

- **Mutual respect** - treat classmates and your teacher like you would want to be treated, be kind
- **Self-reliance** - take responsibility for your actions, attendance, work habits, expected work & progress
- **Balance** - there is a time for everything: teacher, student, discussion, together, alone, serious, silly, loud, calm
- **Curiosity** - ask thoughtful questions of yourself, teacher, and classmates, and ask for help when you need it

### Technology

Cellphones, laptops, etc. can be great learning tools. They can also draw you away from classwork, instruction, and other classmates. There will be times when devices are encouraged and times when they should be tucked away. We will be using laptops for most assignments and you will need to learn how to time manage. Also, you should never be wearing earbuds, airpods etc. during instruction and group work. Please! It's super rude.

### Assessment

Your progress in this class will be assessed in a variety of ways. There will be bigger inquiry group/partner projects, smaller individual assignments, podcasts, quizzes, worksheets, written responses, presentations, and regular observation of class discussion. You will have some choice and input in the sort of work we do and how you show your learning.

Based on the curricular competencies for Social Studies in BC, emphasis will be placed on assessing your ability to do the following:



**Area of Learning: SOCIAL STUDIES — 1750–1919**

**Grade 9**

**BIG IDEAS**

Emerging ideas and ideologies profoundly influence societies and events.

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

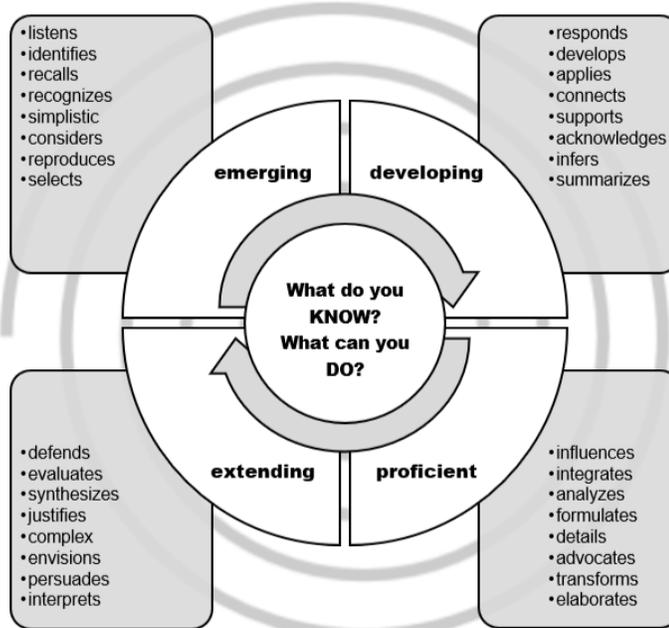
Disparities in power alter the balance of relationships between individuals and between societies.

Collective identity is constructed and can change over time.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>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)</li> <li>Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>Compare and contrast continuities and changes for different groups at the same time period (continuity and change)</li> <li>Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)</li> <li>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>political, social, economic, and technological revolutions</li> <li>imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world</li> <li>global demographic shifts, including patterns of migration and population growth</li> <li>nationalism and the development of modern nation-states, including Canada</li> <li>local, regional, and global conflicts</li> <li>discriminatory policies and injustices in Canada and the world, such as the Head Tax, the <i>Komagata Maru</i> incident, residential schools, and World War I internment</li> <li>physiographic features and natural resources in Canada</li> </ul>

**How will I be marked in Social Studies 9?**



One of the First Peoples' Principles of Learning is that **learning involves patience and time**. This principle recognizes the circular nature of learning. Students need patience and time to fully absorb and deepen their learning, and to have opportunities to explore ideas in different contexts and perspectives. (courtesy *FNESC*, 2020)

Sometimes the more we know, the more we realize we *don't* know – allowing us to circle back, revisit, and grow, in our skill set and competencies.

## Your Marks:

Your mark will be determined collaboratively with myself and yourself. Your classwork will be assessed in terms of the proficiency scale. The Ministry of Education also requires a letter grade as a reflection of your achievement in this course.

<b>Emerging</b>	<b>C- / C</b>
<b>Developing</b>	<b>C+</b>
<b>Proficient</b>	<b>B/A</b>
<b>Extending</b>	<b>A+</b>

**You will be given ample notification if you are not working to an emerging level.**

Plagiarism and cheating will not be tolerated. No copy-pasting! Work must be in your own words or quoted and properly cited.



## Themes and Guiding Questions



### 1. The Industrial 'Revolution'

What was the Industrial Revolution? Why did it start in Britain? How was Britain transformed into an industrial nation? What was lost and gained through the Industrial Revolution? How did it affect the lives of working people and children? How has it shaped the world we live in today?

### 2. The French Revolution

What is a 'revolution'? Why do revolutions occur? To what extent do individuals determine the direction and outcome of revolutions? Why do historians widely regard the French Revolution as one of the most important events in world history?

### 3. The Fight for America (American Revolution, Seven Years War, War of 1812)

- **Culture and Conflict**

How did Canada come to be dominated by Britain rather than France? The Seven Years War is an important conflict because it shows us the level of global conflict that trade, resources, and the quest for colonies caused among major powers like France and Britain. How did the Seven Years War and its aftermath affect the cultural, political, and geographic realities in North America?

- **Did the American Revolution result in freedom, liberty, and happiness for all?**

How has this event shaped Canada, the United States, and Britain? What were the implications for Indigenous Peoples? How did the "Canadians" respond to the war? What were the key outcomes of the War of 1812 in Canada (British colonies that later became Canada)?

#### 4. Canada – Geography of Canada

Introduction to the climate and physical geography of Canada.

#### 5. Confederation – Becoming a Country

How and why did Canada develop into a nation? What economic and political situations led to the idea of Confederation?

#### 6. The Many Wests

What were the competing visions for the development of the West (The Northwest, The Prairies) and how did they play out from 1850-1896? What resulted from the interplay between land, people, and resources in British Columbia from 1850-1914?

#### 7. National Policy and Impact on Indigenous Peoples

How have national policy and treaties impacted the lives of Indigenous people in Canada? Was the Indian Act an unfortunate but well-meaning mistake or was it a shameful abuse of power? What lessons can we learn from the effects of this legislation?

**Plus, Weekly Current Events** – What’s going on? What should we know about? What is significant and why? Does this affect me, my family, my community?

