



Social Studies 9 Course Outline

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BIG IDEAS: *Students are expected to understand the following by the end of the semester:*

1. Contact and conflict between peoples stimulated significant cultural, social, and political change.
2. Human and environmental factors shape changes in population and living standards.
3. Exploration, expansion, and colonization had varying consequences for different groups.
4. Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

CURRICULAR COMPETENCIES: *Students are expected to be able to do the following by the end of the semester:*

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 (1750 – early 1900s): *Students are expected to know the following by the end of the semester:*

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
7. physiographic features and natural resources in Canada

ASSESSMENT

Assessment is the systematic gathering of information about what students know, understand, and are able to do. In Social Studies 9, information will be collected using a wide variety of methods that may include:

teacher observation	student self-assessment and reflection	peer evaluation
oral and written reports	projects and presentations	journals and learning logs
quizzes and tests	student and parent interviews	samples of student work

Materials required for each class:

- ✓ Three-ring binder
- ✓ Loose-leaf paper
- ✓ Pens, pencils, eraser, ruler and pencil crayons
- ✓ Silent reading book or magazine

Expectations

- When you are absent, please have a parent/guardian call the absence in to the office and follow up with a written note when requested by the teacher.
- It is your responsibility to find out what work was missed during absences; ask a classmate or approach the teacher before school, at lunch, or after school.
- Use class time productively.
- Leave your personal electronic devices in your lockers or turned off in your backpack during class time.
- **Ask for help if you need it.** 😊

I, _____, understand the requirements and expectations for this course.

Student signature _____

Parent/guardian signature _____