



Chetwynd Secondary School Course Outline 24/25

Grade 9: Social Studies



DONOGHUE

The study of society represents the knowledge and understanding of how diverse geographic, historical and cultural factors have shaped our world and continue to have an impact today.

All knowledge gained must pass through the lens of language.

Therefore, we work towards building knowledge and skills to understand key concepts, and how different factors interact with each other. We will investigate interesting, open-ended questions and develop and support hypotheses and conclusions.

Social Studies focus is on human activities and interactions with both other humans and the environment. We will consider significance, evidence, cause and consequence, perspective, and ethical judgment.

Students can apply these concepts in today's world of easy access to information about virtually any topic from sources around the globe. It is more important than ever for learners to become confident in assessing, analysing, and synthesizing information and ideas from multiple sources.

I wish all students the very best success in achieving their learning aspirations within and beyond this course.

(ADAPTED FROM BC CURRICULUM 2024)

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BIG IDEAS

We will follow the know-understand-do model and revisit key skills and competencies throughout the semester in order to develop and refine our understanding and response to the BIG ideas.

Emerging ideas and ideologies profoundly influence societies and events.	Emerging ideas and ideologies profoundly influence societies and events.
The physical environment influences the nature of political, social, and economic change.	The physical environment influences the nature of political, social, and economic change.

(BC CURRICULUM 2024)



COURSE

This Course celebrates the BC Curriculum and Chetwynd Secondary School's shared vision for promoting the success of all learners.

Throughout the Social Studies curriculum, students examine big, open-ended questions so they can make informed decisions.

Making an informed decision about an issue requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these different factors relate to and interact with each other.

Students build these deeper understandings through investigations into interesting, open-ended questions, exploring historical and contemporary issues, and developing and supporting their own hypotheses, solutions, and conclusions.

(BC Curriculum 2024)



UNITS

The content covered during the semester will focus on a range of topics identified in the British Columbia Curriculum.

Learners will experience and explore the ideas, texts, and language in ways designed to nurture greater understanding of the modern world. Learners will grow in confidence as capable communicators, applying prior and new learning with growing understanding, reflecting on progress.

(BC Curriculum 2024)

Canada: Regions, Resources, and Populations

We will learn about the physical geography of Canada including its diverse regions, as well as how humans have lived, faced challenges and flourished, interacting with the natural environment over time. We will learn about relevant topics including the development of industry, transportation, resource-based industries, and how geographical features affect the ways in which human beings interact with one another.

Revolution and Democracy

We will learn about the causes, events, and outcomes of the French and American Revolutions, and their impacts on Canada. Students will learn how revolutionary ideas influenced developments in British North America, setting the stage for the evolution of Canadian society. The Enlightenment concepts of liberty, democracy, equality, and human rights continue to shape the modern world, including their effects on the development of Canada.

Colonialism and Conflict

We will learn about how Imperialism and Colonialism were major drivers in world events, including the Napoleonic Wars, the War of 1812, the Scramble for Africa, the Opium Wars, and Western Expansion in North America affected and shaped the modern world. There will be a critical focus on contemporary social and cultural attitudes as well as the use and abuse of power.

Canada: Birth of a Nation

We will learn about the historical events, figures, and decisions which lead towards the Confederation of Canada. We will explore the motivations and fears within the colonies leading to the Charlottetown, Quebec and London Conferences, the British North America Act, and impact on Indigenous peoples and non-participating regions.

Human Rights and the Search for Equality

We will learn about the struggle for human rights and equality in 19th century Canada, focusing on key movements including the abolition of slavery and the role of the Underground Railroad; the early fight for women's rights and the influence of British and American suffrage movements on Canada; as well as, the impact of European colonization including The Indian Act (1876) and its effects on Indigenous rights and self-determination. Finally, students will consider how Canadians might continue to pursue the road to Equality.

World War One

We will learn about the social and historical factors which led to Canada's involvement in World War I, from its entry into the war to the significant military battles and the impact on the home front will be a focus. Students will explore how Canada's contributions to the war effort helped shape its national identity and international standing. Students will learn about the experiences of diverse Canadians at Ypres, the Somme, Vimy Ridge, Passchendaele, as well as at home. We will consider how the lessons learned continue to shape our National Identity today.



EXPECTATIONS

We learn and work together with respect

We try our best to understand course material as well as each another

We make positive, helpful contributions and value other perspectives

We act responsibly to make our future selves proud of our own efforts

At Chetwynd Secondary School, it is our mission to develop skills, nurture personal growth, and encourage lifelong learning in a supportive and respectful environment

Caring Community
Socially Responsible
Striving for Success

Broadly, expectations for students' achievement will be considered within the guidelines set out in the Proficiency Scale. Rubrics and other scoring matrices will be used to ensure that student work is accurately rewarded for its individual strengths.

The Provincial Proficiency Scale

EMERGING DEVELOPING PROFICIENT EXTENDING

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

At CSS:	In my Social Studies class:
• we do our best to live up to whole-school rules and expectations	<i>I know what is expected of me I do my best to succeed and flourish in a caring, socially responsible manner.</i>
• we are prepared and ready to learn	<i>I arrive on time with the proper materials; I put them on my desk I try to take an active role in all of the activities</i>
• we demonstrate respect and cooperation	<i>I am considerate of the fact that we are learning together and the needs of others are as important as my own. I listen and follow instructions.</i>
• we strive to be our best	<i>I attempt tasks and use my notes, feedback and other resources to help me I use my time in class to challenge myself</i>
• we acknowledge and overcome problems • we are responsible decision makers	<i>I can think of how I can use the resources around me; I can review or re-read; I can solve this problem I also know that I can ask others when I'm really stuck or unsure I know that regrouping, re-examining, reattempting and rebounding are better than retreating; I don't give up</i>
• we reflect on our past achievements	<i>I see my strengths and I can make improvements to make my work even more perfect. I can attempt tasks in different ways to decide which is best for me</i>
• we are actively working towards new goals	<i>I can think of a few things to focus on when I'm doing my work; I can remember something which would be useful now to achieve my goal</i>

GOALS

The BC Social Studies K-12 curriculum contributes to students' development as educated citizens through the achievement of the following goals. Students are expected to:

- develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view
- gathering and critically analyze information, making informed decisions, and effectively communicating their views
- 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 Indigenous peoples.
- develop an understanding of the interaction between humans and the environment
- develop an understanding of the rights and responsibilities of citizenship and the democratic system of government, including how decisions are made at the individual, group, local, provincial, and national levels, and how to get involved in the political process and express their opinions effectively
- develop an understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests.



FIRST PEOPLE

This course acknowledges and respects the First Peoples' Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities. Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story. Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

These principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society. (gov.bc.ca)



INCLUSION

All students with disabilities or diverse abilities should have equitable access to learning opportunities for achievement, and the pursuit of excellence in all aspects of their educational pursuits.

Differentiated instruction, including the use of technology to further support learners will be utilised to improve access to education

Learners who identify as having English as a second language or who have other learning priorities will be supported

Alternate pathways to demonstrate learning and progress will be made available to include students with diverse needs in accordance with whole-school policies.

The physical environment of the classroom will be modified where possible to better include those with diverse physical or learning requirements.

A solution-focused discussion will occur when new or unexpected circumstances arise which may have impacted some or more learners.



ASSESSMENT

Assessment in this course will be conducted in a transparent, evidence-based approach with students completing work, building a portfolio which demonstrates their skills across time and task.

All of us are always improving in countless ways.

Assessment in this Course is to provide meaningful steps for improvement as well as an indication of where you are, as a learner, on the journey towards greater successes. You likely already bring significant knowledge and relevant insights to the texts we will explore.

The Course will offer multiple opportunities to succeed and outcomes will be based on a range of evidence focusing on examples of students' best work and achievements. Greater participation and involvement will yield greater opportunities to influence academic judgements.

Students are strongly encouraged to attempt all work with a growth mindset and stepping stone ethos as this will offer the most opportunities to demonstrate key competencies and skills.

ASSESSMENT WEIGHTING				
QUIZZES, SUMMATIVES AND TESTS	DIALOGUE AND DISCUSSION IN CLASS	REDRAFTING AND SELF-IMPROVEMENT	AVERAGE SCORE OF 3X LEARNING INVESTIGATIONS	FINAL EXAM: KNOW DO UNDERSTAND MODEL
40%	15%	15%	15%	15%

This assessment model will be modified for individuals with an identified dispensation or need

ASSESSMENT POLICY

Social Studies is primarily assessed through extended writing or application or evaluation of knowledge in new contexts. Substantial assignments enable students to have the freedom to demonstrate their skills and more deeply engage with content. In some cases, the scope of assessment may be limited by the teacher in order to support an individual's learning.

- Written assessment tasks will be explained and modelled in advance; paper copies of any **assessment criteria will be provided** to all learners. Unseen and no-prep material will be used on occasion near the end of the course to introduce additional challenge.
- Learners are allowed to **redraft or improve** their work following feedback for an additional score up to 15% on the assignment (this must be completed within 10 days of receiving feedback)
- Significantly **late work** (10+ days) may be subject to changes in requirements, or the creation of a different or altered task of similar challenge levels, in order to remain relevant
- Plagiarism is taking someone else's ideas or words and using them as your own. Ask your teacher about citation techniques. Sections of work deemed to be **copied or plagiarised** will receive no credit; this decision will not be made without evidence and a conversation will follow for resolution. The student will not be penalised on content deemed to be their own but may be asked to resubmit with unoriginal content removed.
- Spoken contributions in class and in group discussions will **be awarded for insight** and pertinence (5%), **application of knowledge using relevant skills** (5%) as well as for **active listening** and building on the contributions of others (5%).
- Students with additional needs and requirements will be **fully supported** to achieve in ways which remove barriers which others may not face; we work with learners and families to overcome potential disadvantage.

Large portions of this document sourced from BC Curriculum (<https://curriculum.gov.bc.ca/curriculum>) and Chetwynd Secondary School (<https://www.sd59.bc.ca/schools/chetwynd-secondary>)