



Burnaby Central Secondary

Social Studies 9

Ms. Keon

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Padlet: Block 3: https://padlet.com/hollykeon/SS9_3

Block 4: https://padlet.com/hollykeon/SS9_4

Password: wildcats

Google Classroom: Block 3: lh3f6g

Block 4: c3tkq3

FreshGrade: <https://app.freshgrade.com>

*"A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has."
~Margaret Mead*

Course Content:

The aim of Social Studies is to “develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.” Which begs the questions: what does it mean to be an active citizen? Or what are reasoned judgments and how do we make them? Whose perspectives should we consider? Social Studies is one area in the curriculum where we can help you think critically and make sense of the relationships that you have with yourself and the many people, objects, groups and systems around you. It is the perfect subject area to use as a springboard to explore all aspects of how we have lived together in the past and contextualize how we choose to live together in the present.

In this course, we will learn to work with the tools that historians use to make sense of history, these include: **historical significance, evaluating evidence, looking at continuity and change, cause and consequence, looking at historical perspectives and considering the ethical dimension of history.** We will start the year learning about the industrial revolution and how it impacted our civilizations. Then we will shift our focus to the making of Canada by exploring our indigenous peoples, first contact and how our nation was born. And finally, we will learn about Canada’s role in the Great War (World War I). To be successful in this course you must demonstrate your capacity to interpret evidence, assess and defend positions, and conduct inquiries into related course topics. Our end goal is for you to be able to tell a fuller, more inclusive story about Canada and have a sense of your own place in Canada’s past, present and future.

BIG IDEAS for Social Studies 9

BIG IDEAS



THEMES/ FOCUS AREAS

-New **ideas** profoundly influence societies and events

-**Innovation:** the power of ideas, adaptation and change

-The **environment** influences political, social, and economic change

-**Resources:** the human-environment dynamic

-Differences in **power** alter the relationships between individuals and between societies

-**Conflict:** wars, rebellions, control and colonization

-Collective **identity** is constructed and can change over time

-**Migration:** changing cultural identities, emerging issues

Resource Materials:

Textbooks:

Michael Cranny and Graham Jarvis. *Crossroads: A Meeting of Nations*. Pearson: Toronto, 2013.

Michael Cranny, Graham Jarvis, Garvin Moles, Bruce Seney. *Horizons: Canada Moves West*. Pearson: Toronto, 1999.

Texts will be supplemented with teacher-produced text and media resources, PowerPoint presentations, webquests, videos, DVDs and material selected from Internet sources.

Student Learning- Activities and Strategies:

- Research indicates that students learn in many ways, so most material is presented and studied in several forms and modalities. Covering most material, students will see, read, experience, discuss and present information to master it.
- All assignments must be completed, since very assignment is designed to help students learn course content.
- Should you require extra-time for an assignment or test, you are required to request an extension prior to the due date. If you do not ask for an extension, late marks may be applied. If you do not complete the test or assignment by the re-negotiated due date, a meeting will be required to determine what transpired.
- The focus of this course is that you **learn** the required skills and content. If you are unhappy with a mark on a test or assignment, it may be possible for you to re-do a test/assignment if you show that you have completed extra-work that demonstrates that you merit a second chance. A second chance is not guaranteed, it must be earned by hard work and the demonstrated desire to learn the material. Simply have a conversation with Ms. Keon and explain what extra-work/effort you have done to merit a second chance. Ms. Keon reserves the right to determine whether you will be granted a second chance at an assignment or test.

Assessment and Evaluation:

Ms Keon uses daily, formative, assessment to determine how you are doing. It is your job to help her determine if you are learning the material. If you are struggling or not getting a concept, let her know. She will adjust the lesson and backtrack so that you get a concept and can progress with learning. At times you will also be asked to assess how you think you are learning and you may be asked to assess your peers as well (this is called assessment “as” learning). Finally, there will also be tests and assignments in class – we call this assessment “of” learning and they will be weighted as follows:

Tests and Quizzes	45%
Assignments	45%
Participation	10%

Assignments are expected to be handed in on-time unless prior arrangements are made or a parent or guardian’s note confirms exceptional circumstances (a phone call home may also be needed). Late deductions will be at my discretion. Assignments will be handed back in class or may be placed in your block’s box —please check your block’s box regularly.

Marks Assignment:

Grades are assigned as follows: A 86%+; B 73-85%; C+ 67-72%; C 60-66%; C- 50-59%; D 40-49%; E 39% or less.

When assignments are submitted, Ms. Keon will go through the pile of assignments and assign a mark of “IP” to those assignments that do not meet the minimum standards in order to pass. “IP” stands for “In Progress”. Assignments that are designated as “IP” will be handed back to the author/student and they will be provided with the opportunity to upgrade their assignment. They will have 24 hours do re-do their assignment and re-submit. Remember our goal is for you to be successful and master the content!

You may be assigned an “I” report at any time throughout the year should your overall mark fall below 50%.”I” stands for incomplete. The intent of the “I” report is to allow you the opportunity to complete any missed assignments or tests and gain the necessary skills or knowledge necessary for you to be successful in this course. Should you submit all assignments listed in the “I” report, the “I” will be converted to a mark.

Assignments must be handed in to Ms. Keon’s basket. Do not place it on her desk as it will not be considered to be handed in.

If you are absent from class, please head to our class website to see what you have missed and please ensure that you complete the work prior to attending our next class. You can also contact a classmate to find out what you have missed.

Extra Help:

Social Studies teachers are always prepared to provide additional out-of-class help. Ms. Keon is available for appointments at both of our convenience—simply ask. It is also possible to talk to another Social Studies teacher; we are here to help all students, not just those in our own sections.

Course Expectations

Your teacher does not have many rules—it is expected that you operate with a few codes in mind:

- **Mutual respect** – treat students, teacher, and our learning space with dignity, safety, calmness and joy. Please ensure that you show up to class on-time.
- **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, student, group, individual talk, listening, laughing, reflecting.
- **Curiosity** – ask thoughtful questions of yourself, teacher, and classmates, and be sure to ask for help when you need it.

***Technology** – cell phones, tablets, computers can be a great learning tool for collaboration, research, and creating. Conversely, tech can also be a great distractor from our learning environment. There will be times when gadgets will be encouraged, and times when they **must** be put away. As to “when” technology will be allowed will be negotiated by us in class. If Ms. Keon determines that you are being disrespectful to our classes’ learning environment, your headphones or cell phone may need a time-out in a phone sock. There are responsibilities to owning a phone and if you are not able to self-regulate your behavior, a meeting with your parents may take place. **Your parents may be asked to shut down your access to apps and the Internet during school time – with apps such as *Norton Family* or the *Phone Sheriff* apps.**

***Cheating and plagiarism** -- (the use of the words or ideas of others without properly crediting them) are serious offenses so don’t do it! Please see the Central Code of conduct in your agendas for further information about consequences.

General Learning Outcomes

We will be studying the following:

1. **The Industrial Revolution** – what conditions allowed new ideas and inventions to flourish, and what impact did they have in the 18th and 19th Centuries?
2. **The Fall of New France** – How did the Seven Year War affect the cultural, political, and geographic realities in North America?
3. **Trade Wars** – What resulted from the interplay between land, people, and resources in Western Canada 1763-1849?
4. **The BNA Colonies Evolve** – What was the impact of global events from 1763-1850 on the British Colonies in North America?
5. **Becoming a Country**—How and why did Canada develop in to a Nation?
6. **Whose West?** – What were the competing visions for the development of the West (the Northwest and the Prairies) and how did they play out from 1850-1896?
7. **On the Pacific** – What resulted from the interplay between land, people, and resources in British Columbia from 1850-1914?

***Special thanks to the Central SS Department and Mr. G. Thielman for their help in developing this course outline.*



Burnaby Central Secondary

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FOIPPA Parental Consent

September 2017

Dear Parent/Guardian,

An important part of our class work this year will involve using Internet-based tools to create and share our learning. The literacies-based activities include practice with critical thinking processes, communication skills, documenting learning, and file organization. Throughout the year, these activities will also enhance our understanding of digital citizenship.

The websites and applications accessed for educational purposes may include: Google Apps for Education (G Suite), Fresh Grade, Twitter, Diigo, DropBox, YouTube, Scratch Programming, padlet, weebly, instagrok, timeglider, etc. These websites and applications store data outside of Canada. The Office of the Information and Privacy Commissioner for British Columbia requires that parents be made aware that student information may reside on servers not located in Canada and that parental consent is required when using such websites. Students are expected to use their assigned accounts and follow teacher guidelines when using website applications.

If you have any questions or concerns, please feel free to contact me at holly.keon@sd41.bc.ca or at school (604) 296-6850.

Thank you,

Ms. H. Keon

I understand that the information my child may create and store could be stored or accessed from a location outside of Canada.

- Yes, I give consent for my child, for learning purposes, to use websites and applications where servers are located outside Canada.
- No, I do not give my consent for my child to use these sites

Signature of Parent or Guardian

Date

Print Student's Name