

Social Studies 9 Course Outline

Ms. Parhar

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Welcome to Socials 9! It is our hope that students in this course will learn more about themselves, each other, and the world we inhabit. In this course, we hope that students develop critical thinking skills and come to understand how Canada has been influenced by ideas, environment, power, and identity. Students will be successful in this course, when they can demonstrate their capacity to interpret evidence, assess and defend positions, and conduct inquiry related to our course topics. Students completing Socials 9 will be able to tell a fuller, more inclusive story about Canada and have a sense of their own place in Canada's past, present, and future. With the new curriculum being launched this year, the course will be structured with a "know, understand, do" format. Students will be using content to gain skills and processes, called "competencies." The "Big Ideas" will be focus areas and themes for our course.

Content

- Political, social, economic, and technological revolutions.
- The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world
- Global demographic shifts, including patterns of migration and population growth.
- Nationalism and the development of modern nation-states, including Canada.
- Local, regional, and global conflicts.
- Discriminatory policies, attitudes, and historical wrongs.
- Physiographic features of Canada, and geological processes.

PROFICIENCY SCALE

Many of your assignments/projects will be assessed using the rubric below. Certain assignments may have different rubrics which will be provided with the assignment.

Emerging (+/-)	Developing (+/-)	Proficient (+/-)	Extending (+/-)
<i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.</i>
Grades: 60%, 55%, 50%	Grades: 69%, 67%, 63%	Grades: 82%, 78%, 73%	Grades: 95%, 93%, 86%

Assessment

The breakdown of each student's evaluation will follow the goals of the course. Students will be marked on individual progress and achievement in the following categories:

1. Projects: 40%
2. Paragraphs: 30%
3. Graphic Organizers: 20%
4. Quizzes: 10%

Formative Assessment

Assessment will be ongoing throughout the semester. All classes and all lessons are designed to help you develop your content understanding, thinking ability, and skill performance. For most activities, you will be receiving feedback from a combination of me, your peers, and self-evaluations. Some of the feedback will be formal (ex. written suggestions), and other feedback will be less formal (verbal suggestions). It is important that you use all of the feedback you receive to improve and grow as a learner.

Summative Assessment

Each unit will also include summative assessments, meaning larger projects, or tests. The purpose of these types of assessments is to measure the results of your learning. There will be no opportunities to redo this type of assignment.

Assignment Submission, Late Marks, and Redoing Assignments

Late Assignments: Built into the criteria for all assignments is the assumption that they will be handed in on time. Once the assignment has been marked and returned to the class, we will have to discuss your options together. Any assignment not submitted will receive an "NHI" ("not handed in" - which equates to a zero), and all assignments must ultimately be completed in a timely manner.

Redoing Assignments

If you would like to redo an assignment, you must first talk to me.

Classroom Expectations

Respect: Respect for the teacher, classmates, and the classroom community. This means when one person is talking, everyone else is listening. This also means actively contributing to a positive and effective working environment. Your behavior affects the entire classroom community, so please self-regulate and remember that you are expected to remain focused until you are dismissed.

Attendance:

- **Punctuality and Preparation:** Come to class on time, with cell phones off, and all materials ready. Students who are frequently late, or often forget necessary course materials will face consequences.
- **Absences:** All absences will require school contact. A parent note to me, **and** a phone call to the office are **both** expected. Unexcused absences will lead to a phone call home, and potentially a referral to administration. If you miss a class it is ***your responsibility to find out what you missed, and pick up missing materials from the binder.***
- **Missed Work:** Any missed tests, quizzes, presentations, or class projects will have to be made up IMMEDIATELY upon your return (unless you make alternative arrangements before returning). If you miss a test, or quiz, I will need parent contact before I will input your test grades. Missed tests that were open notes, will become closed notes tests.
- **Leaving the School During Class Time:** If for any reason (doctor/dentist appointment, vacation, etc.) you need to leave the school during class time, I **MUST** have parent/ guardian/office contact (email, phone call, note) **before** I will allow you to leave. You will also have to sign out at the office. Failure to provide parental contact may lead to awkward consequences.
- **Washroom Breaks:** One student at a time is allowed to use the washroom. Please ask the teacher for permission before leaving, and sign out on the board. No student may use class time to go to the vending machine. No washroom breaks are permitted 10 minutes before, and 10 minutes after the bell. Abuse of the system will lead to loss of privileges.

Personal Electronics: I will give you explicit instructions for when it is appropriate to use a cell phone in class. Otherwise, it is expected that they remain in backpacks, lockers, and pockets (out of sight). Excessive or inappropriate cell phone use will result in a conversation with the teacher, and may also lead to confiscating the device, phoning home, or a referral to administration.

***A Note on plagiarism:** In recent years I have noticed a large increase in the amount of plagiarized assignments submitted. UBC defines plagiarism as: "'using another person's ideas without giving credit' and it is considered intellectual theft. If you submit or present the oral or written work of someone else you are guilty of plagiarism." Copying and pasting, or re-typing sentences/paragraphs from websites, books, or other students is plagiarism. All work submitted should be your own. If you borrow an idea from a website, but change the words to be your own, you should then "cite the source." Please ask me if there is any confusion about this.