

D.P. Todd Secondary Spring Semester 2016



Social Studies 9

Mr. G. Thielmann http://thielmann.ca



Intention: In Social Studies, it is our hope that students 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 know 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, conduct inquiry related to our course topics. Students completing Social Studies 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.

BIG IDEAS

New ideas profoundly influence societies and events.

The environment influences political, social, and economic change.

Differences in **power** alter the relationships **Conflict**: wars, rebellions, between individuals and between societies. control, and colonization

Collective identity is constructed and can change over time.

THEMES/FOCUS AREAS

Innovation: the power of ideas, adaptation and change

Resources: the humanenvironment dynamic

Migration: changing cultural identities, emerging issues

COMPETENCIES - SKILLS AND PROCESSES

- 1. Conduct effective inquiry and research
- 2. When faced with different kinds of geographic or social data, and evidence or perspectives about historical content or currents events, be able to determine the following:
- what is significant, what has serious consequences
- what are the turning points, and how is this known?
- what makes a source credible and adequate?
- where and why do sources agree or disagree?
- what's the social context (influence of society)?
- is there a right and wrong and so what?

The Big Ideas provide some focus areas and themes for our course, and help explain some of the reasons why Social Studies is important. At the heart of the course is the question "Why Canada?" and exploring how the Big Ideas relate to the early development of Canada. To do this, we will practice skills and processes called Competencies such as interpreting primary or secondary sources and using them to both generate and answer questions. We will also make as many modern connections as possible to historical events.

SCHOOL-WIDE GOALS

THINKING: students should approach subjects with a mindset of inquiry -- asking powerful and open-ended questions about themselves, the topics, the evidence, and classroom process.

COMMUNICATION: students should be clear about what they are expected to learn and express clearly what it is they have learned.

PERSONAL AND SOCIAL: develop good work habits, time management, and practice responsibility both for your self and to the other students with whom you work.

COURSE NOTES

Assessment is usually divided between things that are more like tests or in-class challenges/assignments (60%) and things that are more like projects (40%). We use a grade system, for now, and an optional Final Exam for students that need it.

Most projects have a two-week window after a due date before something else will be required to demonstrate learning. For in-class assessments, it's closer to a week.

The finer details about this course, texts and resources, a course website, and contact information for your teacher can be found at http://thielmann.ca.

COURSE EXPECTATIONS

Your teacher does not have many rules... mostly it is expected that students will operate with a few codes in mind:

- mutual respect -- treat the students, teacher, and learning space with dignity, safety, calmness, and joy
- 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, listen, laugh, reflect
- curiosity -- ask thoughtful questions of your self, teacher, and classmates, and ask for help when you need it

TECH - a test of the four codes: Cell phones, tablets, etc. can be great learning tools for collaboration, research, and making. They can also draw students away from the classwork, teacher, and other students. There will be times when gadgets will be encouraged, and times when they must be put away. "When" will be something between what is obvious or necessary and what is negotiated as a class.

In exchange for students heeding these expectations, your teacher will strive to make the class time as positive and productive as possible, minimize homework, and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics. You are invited to be active participants in how this course and classroom experience unfolds.

100 second speeches - each student prepares one slide and a very short talk to go with it (library blocks/presentation) (3)	DRAFT DESIGN • New Social	Studies 9 • Units, Topics, Lessons, Assignments, Assessments	hours	
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