

Social Studies 9: Core Competencies

COMMUNICATION:

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

THINKING:

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

PERSONAL AND SOCIAL:

Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Social Studies 9: Big Ideas

- New ideas and ideologies profoundly influence societies and events.
- The physical environment influences the nature of political, social, and economic change.
- Power alters the balance of relationships between individuals and between societies.
- Collective (cultural/social) identity is constructed and can change over time.

Social Studies 9: Students are expected to be able to do the following...

1. I can use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
2. I can assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance.
3. I can assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of available evidence.

4. I can compare and contrast continuities and changes for different groups.
5. I can assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments.
6. I can explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs.
7. I can recognize implicit and explicit ethical judgments in a variety of sources.
8. I can make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond.

Social Studies 9: Students are expected to know the following...

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

Aboriginal content goal statement from Social Studies

Students will 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 First Nations.

Social Studies 9 Course Outline

Geography and Its Fine Balance...(The physical environment influences the nature of political, social, and economic change)

- a. What effect has the physical geography of Canada had on Canadian and regional identity?
- b. Should Canada continue to rely on natural resources?
- c. How does geography affect me??
- d. Since the Industrial Revolution, has our economic success sowed the seeds for our destruction?

Revolutions...(New ideas and ideologies profoundly influence societies and events)

- a. Revolution, revolution, why revolution?
American Revolution, French Revolution, Red River Resistance, Northwest Rebellion....revolutions today??
- b. How did the industrial Revolution help to shape our modern world?

Power...Colonialism/Imperialism... (Power alters the balance of relationships between individuals and between societies)

- a. What were the motivations for imperialism and colonialism?
 - Scramble for Africa
 - Indian Act, Reservations, Residential Schools
 - European and Aboriginal peoples interactions
 - First Nations Treaties
- b. What effect does imperialism and colonialism have on events in present day Canada and around the world?
- c. How might examples of inequality be handled today under the Charter of Rights and Freedoms?
 - Chinese Railway workers
 - Chinese Head Tax
 - Komagata Maru
 - Japanese Internment Camps

I am Canadian! So who am I??? (Collective (cultural/social) identity is constructed and can change over time)

- a. What factors influence nationalism and national identity? Is it a good thing?
 - Responsible government in the Canadas
 - Canadian Confederation
 - Canada and World War I
- b. Did immigrants benefit from emigrating to Canada?
- c. How did the arrival of new groups of immigrants affect Canadian identity?