



Social Studies 9

In this course, students will explore economic, political, environmental, and social big ideas that changed the world in 1750 – 1914. Students will develop their historical thinking skills through the completion of a variety of learning guides and projects.

The curriculum guide for this course can be viewed by clicking on the link below:

[Social Studies 9](#)

Course Content

Unit 1: North America & First Peoples

- i. North America's First Peoples
- ii. Impact of Colonialism on First Nations

Unit 2: Battles over Land and Trade

- i. Acadia
- ii. The Rise and Fall of New France
- iii. The Fur Trade
- iv. The Birth of Canadian Nationalism

Unit 3: Creating Canada

- i. Did the Gold Rush Radically Change Life in Victoria?
- ii. What Were the Real Reasons for Creating the Colony of British Columbia?
- iii. Confederation
- iv. The Building of the CPR

Unit 4: The Struggle for Rights

- i. The American Revolution
- ii. The French Revolution

- iii. The Industrial Revolution
- iv. The Russian Revolution

Assessment

Rubrics are used to assess all the learning guides and projects in the course.


The course grade will be calculated as follows:

Item	Weight
Learning Guides/Quizzes	50 %
Projects	50 %

B.C. Proficiency Rubrics are used to assess all the work in the course.

The rubrics can be found displayed in the hand in box for each assignment.

Assignments are weighted according to student progress using the B.C. proficiency scale below:

Proficiency Scale ¹				
	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.

When students are not meeting the learning outcomes/falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

Expectations

- Contact your teacher when help is needed
- Review and act on feedback from assignments
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports