

## Social Studies 9 Department Outline

### Goals of Social Studies in British Columbia

The BC Social Studies curriculum contributes to students' development as educated citizens through the achievement of the following goals.

Students are expected to

- develop the competencies needed for participation in a democratic society: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views
- 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 Peoples.
- develop an understanding of the interaction between humans and the environment, the impact of the physical environment on the development of human societies and cultures, and the impact of humans on the environment — understanding these interactions involves developing spatial awareness about geophysical features and human impacts
- develop an understanding of the rights and responsibilities of citizenship and the democratic system of government, including how decisions are made at the individual, group, local, provincial, and national levels, and how to get involved in the political process and express their opinions effectively
- develop an understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests.

### Areas of Study

Social Studies 9 looks at world events between 1750 and 1919. Topics of study may include revolutions, imperialism, colonialism, nationalism, and conflicts.

### Assessment and Evaluation

This class emphasizes self-understanding and inquiry-based learning. Students engage in regular goal setting and self-assessment. The teacher provides regular constructive feedback. Assessment will be based upon student achievement in the curricular competencies for Social Studies. Please see below for further detail.

#### *Curricular Competencies:*

| Inquiry   | Significance   | Evidence   |
|---|--|--|
| Use inquiry processes and skills to ask, gather, interpret, analyze and communicate findings. | Assess significance of people, places, events, and developments at specific times and locations, and from accounts, narratives, maps, texts, and images. | Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions. |

| <b>Continuity and Change</b>  | <b>Cause and Consequence</b>  | <b>Historical Perspective</b>   |
|---|---|---|
| Characterize different time periods in history, including periods of progress and decline, and key turning points of change.          | Determine what factors led to decisions, actions, events, and assess their short-term and long-term consequences. | Explain different perspectives on past and present people, places, issues, and events, and compare values, worldviews, and beliefs. |
| <b>Ethical Judgments</b>  | <b>Metacognition</b>  |   |
| Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past. | Develop the ability to set goals, self-assess, and pursue a plan of growth in relation to your own learning.      |   |