

Social Studies 9

Type: Online

Course Description:

The big question for Social Studies 9 is, “What are the forces that shape the world?” The course focuses on the time period of 1750 to 1919 C.E., from the Industrial Revolution to the end of World War 1. When speaking of “forces,” this course looks at both ideological and physical forces, and how these shape history. For example, the desire to live in freedom from oppression and the desire for economic well-being fueled revolutions in the 18th and 19th centuries. These human desires were forces that resulted in the toppling of centuries-old monarchies.

This course seeks to be global in its scope, covering history from around the world, not just Western nations, but a large focus of the course is on Canadian history. The hope is that students will have an understanding of global history during this time period, and that they will come to appreciate that the same forces that shaped history in the past continue to shape the world’s story today.

Major Units and Topics:

- Overview of 1750-1919
- Innovations and Inventions
- Revolutions
- Canadian History: 1750-1867
- Canadian History: 1867-1919
- Final Assessments

Assessments:

- Various quizzes, reflection questions, forum responses
- Changes and Forces Slideshow
- Ideas that Changed the World Assignment
- Ingredients of a Revolution Essay
- John A. Macdonald Article Analysis
- Canadian History Test
- Final Project
- Final Exam



Learning Standards Overview:

Curricular Goals <i>Students are expected to be able to do the following:</i>	Unit 1 Overview of 1750-1919	Unit 2 Innovations and Inventions	Unit 3 Revolutions	Unit 4 Canadian History: 1750-1867	Unit 5 Canadian History: 1867-1919	Unit 6 Final Assessments
Comprehend and connect (reading, listening, viewing)						
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	✓	✓	✓	✓	✓	✓
Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)	✓	✓	✓	✓	✓	✓
Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)				✓	✓	
Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)		✓		✓	✓	✓
Compare and contrast continuities and changes for different groups at the same time period (continuity and change)	✓	✓	✓	✓	✓	✓



Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)	✓	✓	✓	✓	✓	✓
Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)				✓		✓
Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgement)			✓	✓	✓	
Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgement)		✓	✓	✓	✓	



Content <i>Students are expected to know the following:</i>	Unit 1 Overview of 1750-1919	Unit 2 Innovations and Inventions	Unit 3 Revolutions	Unit 4 Canadian History: 1750-1867	Unit 5 Canadian History: 1867-1919	Unit 6 Final Assessments
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				✓		

