“If there be fuel prepared, it is hard to tell whence the spark shall come that shall set it on fire.”
-Francis Bacon (1625)

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The learning standards in the new B.C. curriculum are less prescriptive than past curricula and allow teachers and students to go in directions of particular interest or local relevance. The goal of this more open curriculum is to allow teachers to spend more time delving deeper into key topics and focus less on simply rushing through a long list of factual details in an attempt to cover all of the required topics.

The overarching theme of this course is **REVOLUTIONS**.

**Big Ideas**

| Emerging ideas and ideologies profoundly influence societies and events. |
| The physical environment influences the nature of political, social, and economic change. |
| Disparities in power alter the balance of relationships between individuals and between societies. |
| Collective identity is constructed and can change over time. |

**Rationale**

An informed citizen understands key historical, geographical, political, economic, and societal concepts, and how these different factors relate to and interact with each other. Social Studies offers students the opportunities to build those understandings and knowledge. It draws on topics from disciplines within the humanities and social sciences, primarily history, geography, political science, and economics, with contributions from other disciplines such as sociology, psychology, and anthropology. Uniting these disciplines is their focus on human activities, behaviours, and interactions with both other humans and the environment.

**Goals**

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 Indigenous 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.

Course Overview 
(subject to change)

Unit 1: From Feudalism to Absolutism

Unit 2: The Seven Years War: The first First World War?

Unit 3: The American Revolution

Unit 4: The French Revolution

Unit 5: Napoleon: Hero of the Revolution, or Tyrannical Dictator?

Unit 6: The Industrial Revolution in England

Unit 7: The Rebellions in Lower Canada (1837-1838)

Unit 6: The U.S. Civil War

Unit 8: Confederation

Unit 9: The Red River Rebellion (1869-1870)

There will be a final exam at the end of the course.
**Assessment Overview**

This course uses a standards-based approach to assessment. Standards-based assessment measures your student’s mastery of the essential standards for a class, or how well your student understands the material in class. At the beginning of every unit, the teacher will break down the standards for the unit into smaller objectives and criteria using a detailed rubric. During the unit, the student is assessed to see if they truly know the material using a variety of assessments, such as traditional pencil-and-paper tests, projects, discussions, or reports. The class grade will be based on all of the evidence the teacher collects demonstrating mastery of the essential standards.

The following scaled will be used to assess course standards.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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| **Emerging** | - May be able to demonstrate what he/she knows or understands with direct support  
- Work may not be at grade level expectations  
- Requires ongoing support  
- “I am starting my learning with ongoing help” |
| **Beginning** | - Starting to understand, but still confused  
- Can do this with help or an example  
- Evidence of progress toward relevant learning standards  
- Needs help in some areas  
- “I am practicing my learning with help” |
| **Developing** | - Can do without help but still confused in some areas  
- Work may be inconsistent, but meets grade level expectations  
- “I can show I got it with minimal help” |
| **Applying** | - Able to do independently  
- Can do it on their own and show they understand  
- Work meets grade level expectations  
- Evidence that relevant learning outcomes have been met  
- “I demonstrate in-depth learning with minimal help” |
| **Extending** | - Able to teach someone else; able to use in other contexts  
- Able to confidently explain their understanding  
- Work exceeds grade level expectations  
- Shows curiosity and takes learning risks when demonstrating their learning  
- “I lead/model in-depth learning with minimal to no help” |
The 5-point scale will be converted to a letter grade using the grade score below.

<table>
<thead>
<tr>
<th>Emergent</th>
<th>1-50%</th>
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<tbody>
<tr>
<td>Beginning</td>
<td>50-60%</td>
</tr>
<tr>
<td>Developing</td>
<td>60-73%</td>
</tr>
<tr>
<td>Applying</td>
<td>73-95%</td>
</tr>
<tr>
<td>Extending</td>
<td>95% +</td>
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Please refer to the École Duchess Park Student Handbook for the distribution of letter grades, which follows the Ministry of Education guidelines.

“MI” stands for “missing.” This score is used by the teacher when the student has not completed the necessary assessments to be given a grade for a standard due to absences or other factors. An MI is calculated as a zero in the student’s grade to show the effect of not completing the assessment, but this score will be replaced by the student’s numerical score once the student completes the necessary assessments. **Any MI’s left in a student’s grades two weeks after the assignment due date will become zeros (NHI = Not Handed In = permanent grade of zero).**

Students’ final grade will be determined on the following basis:

<table>
<thead>
<tr>
<th>Term Grade:</th>
<th>Final Grade:</th>
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<tbody>
<tr>
<td>Assignments (class work, presentations, projects, oral French, observations)</td>
<td>Term 1 = 40%</td>
</tr>
<tr>
<td>Unit Tests</td>
<td>Term 2 = 40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Final Exam/Project = 20%</td>
</tr>
</tbody>
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The criteria categories for this course are as follows:

<table>
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<tr>
<th>Inquiry and Questioning</th>
<th>Evidence and Interpretation</th>
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<tr>
<td>• Share ideas in a guided, structured, or independent inquiry</td>
<td>• Assess the value and credibility of sources and the adequacy of evidence when comparing differing accounts</td>
</tr>
<tr>
<td>• Ask questions</td>
<td>• Assess what can and cannot be answered by particular primary sources</td>
</tr>
<tr>
<td>• Develop a question that they can address in an inquiry</td>
<td>• Recognize implicit and explicit judgments in sources</td>
</tr>
<tr>
<td>• Conduct independent research with guidance</td>
<td>• Consider prevailing world norms, values, and beliefs in interpreting evidence and perspectives</td>
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### Core Competencies

The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. Through provincial consultation, three core competencies were identified.

**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.

For this course, our focus for the **Communication** core competency will be **collaborating to plan, carry out, and review activities**. Students work together to accomplish goals, either face
to face, or through digital media. Examples include planning an inquiry, solving a problem, conducting an inquiry, and working together on class projects.

**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.

For this course, our focus for the **Thinking** core competency will be **questioning and investigating**. Students learn to engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on one part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

**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.

For this course, our focus for the **Personal and Social** core competency will be **personal strengths and abilities**. Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities to make meaningful contributions to group projects.
Classroom Policies

Students are expected to arrive to class prepared to learn. Students are expected to bring the following materials to every class:

- binder with loose leaf paper
- pen or pencil
- Bescherelle and French/English Dictionary
- assigned materials (handouts, novels, etc.)
- pencil crayons

**Cell phones and other electronic devices are not permitted in class.** Students have the option to leave their electronic devices in their lockers, keep them hidden away in their backpacks/pockets, or place them in the holder provided by the teacher on the back of the classroom door. Any students in violation of this policy will have their devices confiscated and the teacher will take them to the office at his or her earliest convenience, where they will remain for the rest of the school day. Any students who have their devices confiscated three or more times will require a parent to pick them up from the office.

Students and staff must work together to ensure that the classroom is a fun and safe learning environment for everyone. To this end, students are expected to show respect to all members of the classroom community at all times. Any students who violate this policy will be asked to leave the classroom and will only be able to return when they can demonstrate that they are capable of showing respect to their peers and school staff.

**A word on plagiarism**

The Oxford English Dictionary defines plagiarism as “The practice of taking someone else's work or ideas and passing them off as one's own.” In my classroom, I consider copying and pasting from Google Translate or other such translators as fitting this definition. While it is acceptable to use such programs to search specific words or short phrases, **any student found plagiarising will receive at best a temporary grade of zero until they redo the assignment. Consequences will range up to receiving a permanent grade of zero with no chance to redo the assignment depending on the severity of the infraction.**