

SOCIAL STUDIES 9 – 1750 – 1919

THE BIG IDEAS:

The Big Ideas consist of generalizations, principles and key concepts important to Social Studies. They represent what students will understand at the completion of the curriculum for their grade.

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.
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CURRICULAR COMPETENCIES:

Students are expected to be able to do the following:

- 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, and 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)
- Compare and contrast continuities and changes for different groups during this time period (continuity and change)
- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgments)
- Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment)

COURSE CONTENT:

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

MATERIALS NEEDED:

Students are expected to bring the following to every class:

- Blue or black ball-point pen, pencil, and eraser • Agenda Book
- Lined paper | Metric ruler
- Pencil Crayons (not every class)
- One sturdy 1 1/2 inch D-Ring Binder (EXCLUSIVELY FOR SOCIAL STUDIES)

STUDENT LEARNING: ACTIVITIES AND STRATEGIES:

Some examples of the variety of activities and strategies, in which students might participate, and some of the products they may produce are:

- note-taking (in a variety of styles)
- formally written paragraphs
- research assignments, charts, graphs, and timelines
- oral presentations and role playing in both individual and group format
- examination and interpretation of primary and secondary print and non-print resources
- cooperative group work and peer teaching

ASSESSMENT AND EVALUATION:

The year has been divided into three terms so students will receive formal report cards three times during the year, as well as interims/incomplete forms when necessary. Marks throughout the year will be calculated and reported as a cumulative mark. The following are some of the assessment and evaluation strategies that may be used:

- quizzes, homework
- » oral discussion and presentations
- research assignments
- paragraphs on a variety of topics
- formal exams and unit tests

Social Studies 8 Curriculum – Ms Layton

Big Ideas –

Contact and conflicts between peoples stimulated significant cultural, social, political change.

Human and environmental factors shape changes in population and living standards.

Exploration, expansion and colonization had varying consequences for different groups.

Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

Students should be able to –

1. Conduct effective inquiry and research
2. When faced with different kinds of evidence about historical or current events, be able to determine the following:
 - * What is significant, what has serious consequences?
 - * Where and why do sources disagree?
 - *What is the social context (influence of society)?
 - *is there a right or wrong here and so what?

Content –

Students are expected to know the following:

1. Social, political, and economic systems and structures, including those of at least one indigenous civilization.
2. Scientific and technological innovations
3. Philosophical and cultural shifts
4. Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations
5. Exploration, expansion, and colonization
6. Changes in population and living standards

Photography 11/12 Course Outline

Teacher: Ms Layton Email: klayton2sd44.ca

Course Description:

Photography 11/12 is very much a hands-on self-directed course requiring students to manage their time well. You will be asked to:

- Create and present images that reflect on your own individuality and creativity
- Develop time management, organization, and planning skills in completing projects
- Examine past and present influences of photography on the arts and society
- Develop visual literacy in order to make informed critical decisions in response to your own and other's images.

Course Objectives:

- a) Master and harness the concepts, principles, and creative energy that are essential to creating and communicating powerfully with the photographic image.
- b) To respond personally to images created by other photographers, used in the media, and by your peers.
- c) To learn how to use and adjust the film camera, pinhole cameras and darkroom equipment.
- d) Apply and reinforce your knowledge and skills to relevant photography projects

Course Content:

- a) History of photography
- b) The camera basics
- c) Composition and Photographic design elements
- e) Projects – creative problem solving photo projects

Materials Needed:

- Film and digital Camera (you can borrow school cameras)
- Phones – to take photographs

Assessment and Evaluation:

MARKS ASSIGNMENT CATEGORY PERCENTAGES

Projects 80%

Lessons and Quizzes 20%

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Mission Statement

Windsor aspires to be a vibrant learning environment where individuals respect and encourage each other to develop the competencies to thrive in a rapidly changing world.
"We strive to foster engaged, critical thinkers and compassionate, educated citizens."

Course Plan: Career Education 8

COURSE DESCRIPTION

Career Education 8 provides students opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives. Career Education 8 offers students many opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities, and career and life path possibilities. Students discover that careers are not simply occupational destinations but a journey that involves lifelong planning and learning. Students are at the centre of their own learning, with meaningful interactions with community experts, online research, and field experiences. Students will develop curricular competencies related to: Self-Discovery, Careers, Education, Finances, Health, and Emotional Well-being. The course lays the foundation for self-awareness, career exploration, and the beginnings of a integrated post-graduation plan presented in the form of a Capstone Project. For further information:
<https://curriculum.gov.bc.ca/curriculum/career-education/8>

BIG IDEAS

Big Ideas are the key understandings that students will achieve by the end of the course. These Big Ideas cover the following concepts: Self-Awareness, Collaboration, Career Awareness, and Career Planning. Students will explore and understand the following Big Ideas throughout the Career Life Education course:

<p>Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.</p>	<p>The value of work in our lives, communities and society can be viewed from diverse perspectives.</p>	<p>Achieving our learning goals required effort and perseverance.</p>	<p>Adapting to economic and labour market changes requires flexibility.</p>	<p>Our career paths reflect the personal, community, and educational choices we make.</p>
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CORE COMPETENCIES

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 6 core competencies: Communication, Critical Thinking, Creative Thinking, Personal Awareness and Responsibility, Social Responsibility and Personal and Cultural Identity. Throughout the Career Life Education course, students will focus on one of these competencies in each unit.

