Collingwood School

Social Studies Department

***Social Studies 9: Change and Continuity***

Course Outline

2014-2015

Throughout the course of Grade 9 Social Studies, students will be introduced to a selection of topics that demonstrate change in a variety of settings within political, social, economic, technological contexts. They will be looking at how local change in these areas can and do affect the people within and outside their country’s borders. Throughout the year, this content will aid students in mastering several skill sets necessary for successful learners.

These skills are:

1. Compare and contrast defining moments in history through their causation, progression, and outcome.
2. Read and analyze primary and secondary sources.
3. Assess and defend, with evidence, a position, stance, or argument.
4. Formal presentation skills: oral, written, and creative.
5. Drawing information and conclusions from maps while gaining mapping skills.

The content that will complement the pursuit of these skills are:

* An Introduction to Revolution
* The Protestant Reformation
* The Scientific Revolution
* Exploration and the discovery of the New World (Geography/Mapping skills)
* The English Civil War
* The Enlightenment and the Enlightened Thinkers
* The American Revolution
* The French Revolution
* The Industrial Revolution
* Revolutions in Present Times

Year Course Outline

1. **Introduction to Revolutions September, 3 classes**

Revolution, when people rise up in hope of changing their present situation to create a better standard. Change can happen in a myriad of fashions in several different aspects of civilization. This introduction will examine the ingredients necessary for revolution to occur. During this introduction, students will prepare presentations about a revolutionary figure and a short speech on a revolutionary idea that is important to them.

1. **The Reformation September – October 12 classes**

The Catholic Church has been in charge too long and abusing their power, a German monk, Martin Luther comes to the forefront and challenges the establishment. This unit will examine the decline in authority of the Catholic Church, the rise of the Protestant Religions and those responsible for its success, and the reaction of the Catholic Church.

1. **Scientific Revolution October – November 6 classes**

With the decline in religious fear, science and reason began to flourish as scientists made discoveries about the known world, the inner workings of our bodies, and the bodies in the heavens. Students will look at the various scientists, with an in-depth study of Galileo, who challenged existing knowledge to place science on a forward course and lay the ground for several breakthroughs, and examine how the church responded to these new threats. During this unit, students will have group presentations on modern day scientific advances.

1. **Exploration and the discovery of the New World (Geography and Mapping)**

**November – December 12-15 classes**

With advances in science and technology, the ability to travel and explore increased significantly. Seafaring, navigation, and geographic skills were all drastically improved upon. European countries eager to trade and import goods embarked on a race to discover the best route to the Far East - in their efforts, they discovered a new continent. During this unit, students will complete a mapping and research assignment.

1. **English Civil War** **January – February 12-15 classes**

In the 16th Century, England was an Island unto itself: the Tudors had caused turmoil with their fickleness in state religion and the last Tudor, Queen Elizabeth died heirless. With no other alternative, James VI of Scotland assumed the English throne effectively creating the United Kingdom. However, it would not be united for long as he and his son ignored the political precedents set before them, put the country into greater debt, and ignored growing religious fervor, throwing the country into Civil War. During this unit, students will have a formal debate and a Grade Wide Write.

1. **The Enlightened thinkers** **February 3 classes**

With the advancements in Science and the weakening of the Church’s influence, many people began to question their known world and began to place more emphasis on the ability of the common man. With this newfound sense of individual capabilities, and by the influence of the freedoms gained from the British Civil War, several influential men came to the forefront and their ideas and ideals would shape the upheaval and formation of countries in the years to come.

1. **The American Revolution** **February-March 12 Classes**

With the Parliament in the mother country having more say in the running of their colonial affairs, the leading men in the American Colonies began to want similar representation and say in the decision making process. These sentiments were exacerbated and supported by the works of the Enlightened Thinkers. This, along with the inflexibility of the British Monarch and Parliament, in order to protect their *Inalienable Rights*, the patriotic American Colonists saw no other alternative than to fight for their independence. During this unit, students will prepare for a mock Continental Congress Debate.

1. **French Revolution March-April 12 Classes** One of The longest standing nation of continental Europe, France had only ever known absolute monarchs. However, with a growing national debt, a hungry lower class, the educated middle class promoting the adaptation of Enlightenment ideals, and French soldiers returning from the newly liberated United States, the French Nation as it was, would not last long in this tense environment. What would happen in this country would be extreme as they fought to set up a new system of governance, only to see the rise of a new power hungry leader. During this unit, students will complete an Independent Study Unit. Using resources and materials provided by the teacher, students will complete a series of portfolio assignments to demonstrate their learning and a group animoto.
2. **Industrial Revolution** **April –May 6 Classes**

As England began to understand how to exploit raw materials and cash crops, new inventions to increase production appeared at a furious pace. These new technologies and advancements would forever change the economic, social, and environmental landscapes of England, and eventually Western Civilization. The Industrial Revolution ushered in change in the way people worked and lived, and challenged the boundaries of the social classes.

1. **Revolutions in our Present Times** **May 6 Classes** Continental Europe and the Americas underwent their revolutions prior to the 21st Century, however, because of Colonialism and Imperialism, many countries around the world did not have the ingredients to follow revolutionary suit – until very recently. What is that is now driving new revolutions to occur in Africa and the Middle East.

**Assessment and Major Assignments**:

Students will be assessed in a variety of methods throughout the progression of the course, with the focus being the building of the Five Skill Sets. These assessment pieces include but are not exclusive of daily homework, essays, blog responses, quizzes, unit tests, research work, oral and visual presentations. The major assessments for the year will include:

* Grade Wide Writes: The first will be done in-class over a week. The second will be assigned to complete at home.
* Unit Tests
* Front Page News: During the American Revolution, students will create a series of articles to present as the front page of a newspaper
* Debate and Defenses
* Research Essays and Paragraphs
* Independent Learning Project: French Revolution
* Other major assignments may be added throughout the year.

**Marks Break Down**

Participation/Social Responsibility: 5%

Tests and Quizzes: 30%

Class Assignments and Homework: 20%

Major Assignments and Research work: 20%

Final Exam: 20%

**Participation/Social Responsibility**

This mark is established on the following criteria and will count 5% of the mark. A student who participates successfully and effectively in the Social Studies classroom

· asks questions to advance discussion

· works well independently

· works cooperatively with others

· consistently completes homework

**Homework, Assignment, and Test Policies**

In order to foster a strong sense of personal responsibility and to enhance our students’ work habits and skills in time management, the following policies will be used when homework and assignments are late or incomplete, or when tests are missed without an accepted reason.

1. Homework will be checked on a regular basis and the results will be used to help formulate marks.

2. Neat, legible work only will be marked. If I can’t read it, you need to do it again.

3. The teacher will adhere to the Punctuality Protocol. Students will lose marks at a rate of 10% per school day for late work. Prior to the student receiving a zero, during the 4 – 6 day pass fail period, parents will be notified via email or phone call that work has not been handed in. Work that is submitted after the assignment has been returned to the class and exceeds 7+ schools days late will not be accepted and students will receive a “0.”

4. Students may be asked to complete overdue work at lunch or after school at the teacher’s discretion.

5. Students are expected to write tests on the day it is assigned. If a student cannot write a test due to an outside conflict, the student must contact the classroom teacher as early as possible to arrange an alternate date; the alternate time should be outside of class time before the second or third class following the test. The classroom teacher will adhere to Collingwood’s test writing policy.

6. Plagiarism will not be tolerated. Please refer to the academic handbook for guidelines on what constitutes plagiarism. This will also be discussed in-class leading up to research assignments.

7. Work habits are assessed on a regular basis and are part of the report cards. Please refer to the academic handbook for the rubric.

**Cell Phones**

Cell phones are not allowed to be used in class, unless directed by the teacher. Cell phones will be submitted to the teacher at the beginning of class.

**Required Text**

Collingwood has moved to e-based textbooks. This means that students must bring a internet capable device to each class that has word processing capability.

Students may be supplemented with additional reading packages and texts throughout the year.

**Grade 9 Social Studies Team**

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