



Port Moody Secondary School

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Pre-Diploma Social Studies 9 Course Outline

The main purpose of the Social Studies curriculum is to develop graduates who have the knowledge, skills, and competencies to be active, informed citizens. To achieve this outcome, we will be looking at big ideas, competencies, and themes/focus areas.

How to succeed in Pre-Diploma Social Studies 9

Before starting a unit, skim over it in its entirety. The course is divided into six units with each designed to be completed in order.

The textbooks used are an excellent resource to help you build your knowledge and understanding of the key elements of the course.

You will be required to complete each of the units where you will be assessed using the proficiency scale.

Each unit will focus on a variety of skills and processes with all focusing on the core competencies:

Thinking: students should approach subjects with a mindset of inquiry – asking powerful questions about themselves, the topics, the evidence, and the classroom process.

Communication: it should be clear to students what they are expected to learn, and students should be able to express clearly what they have learned.

Personal and Social: develop good work habits, time management and practice responsibility both for yourself and to the other students with whom you work.

You have a choice of topics for your final comprehensive project from the content covered in the course that will also be assessed using the proficiency scale.

Expectations

1. Always put in your best effort

- All assignments, large or small, are important and will “count” towards your final assessment in the course.

- Putting in your best effort means doing YOUR OWN WORK. All assignments that are to be handed in for marks are expected to be of a quality suitable for the grade level. Assignments must be well researched and neatly presented.
- Best effort means handing in assignments on time

Approaches to Learning		BC - Core Competencies	
Communication	Communication Skills - Through interaction - Through language	Communication	Connect and engage with others Acquire (research), interpret and present Explain, recount, and reflect
Research	Information Literacy Skills Media Literacy Skills	Collaboration	Work together to pursue common purposes and goals
Social	Collaboration Skills	Social Awareness and Responsibility	Contributing to community/environment Problem solving Valuing diversity Building relationships
Self-Management	Organization Skills Affective Skills - Manage your own state of mind Reflection Skills	Personal Awareness and Responsibility	Self-determination Self-regulation Well-being
		Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values, and choices
		Creative Thinking	Novelty and value Generating ideas Developing ideas
Thinking	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	Critical and Reflective Thinking	Analyze and critique Question and investigate Develop and design

Unit Name	Overview
Geography	Completion of a series of maps demonstrating knowledge and an understanding of location, place, regions, movement, and interaction relating to Canada and other parts of the world.
Revolutions and Change	Enlightenment Philosophy and views on human nature, the French Revolution and Napoleon, and the Industrial Revolution.
I am Canadian	Research and presentation project that involves conducting interviews to determine how you and/or your family ended up in Canada and specifically British Columbia.
British North America Pre-Confederation	Major events and the impact of these events that took place in North America prior to Canada becoming a nation.
Opening of the West	Research project that looks at the role of the explorers, fur trading companies, forts and Indigenous people in the opening and establishment of the Canadian West.
Confederation and the Emergence of Canada	Research project that looks at each of the provinces and their entrance into Canada.
Final	Comprehensive Research Project that incorporates aspects of the six above mentioned units by addressing the Big Ideas and Themes/Focus areas.

EVALUATION

All work will be assessed according to the proficiency scale provided by the BC Ministry of Education.

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

PERSONAL and SOCIAL RESPONSIBILITY

To be successful in this course it is important that students maintain a balance in their lives and a good attitude. Work habits are an integral part of being successful at this level. Work habits will be assessed using the following criteria:

Criteria	Emerging	Developing	Proficient
Punctuality	Consistently arrives late to class; not ready to start learning; misses part or the entire class lesson.	Usually arrives on time to class and ready to start learning.	Arrives on time to class and ready to start learning.
Works Independently	Distracts others; not on task; requires close supervision.	Usually focused on task; may need some supervision.	Remains on task without reminders; works quietly and efficiently.
Initiative	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; doesn't participate in class.	Participates when asked; begins to work when assignment given; works hard most of the time.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
Homework	A few assignments and homework complete; answers not checked or corrected.	Homework and assignments usually completed; answers are usually checked and corrected.	Homework and assignments complete; answers have been checked and corrections are made.
Organization	Little attempt to organize notebook or bring textbook, pencils, paper, homework, etc.	Needs some organization of notebook; supplies and materials usually brought to class.	Notebook is organized and complete; supplies and materials present; keeps track of all homework, assignments and important dates.
Teamwork	Interrupts, distracts, or disrupts the learning environment; difficulty working on a team.	Usually cooperative; participates and follows the lead of others.	Consistently demonstrates cooperation, respect, and leadership when working with others.

The IB learner profile is at the heart of all IB courses and activities. Adherence to its principles is an important component to the IB program and students are encouraged to follow these principles.

As IB learners we strive to be:

INQUIRERS - *We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.*

KNOWLEDGEABLE - *We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.*

THINKERS - *We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*

COMMUNICATION - *We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.*

PRINCIPLED - *We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*

OPEN-MINDED - *We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.*

CARING - *We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.*

RISK-TAKERS - *We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.*

BALANCED - *We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.*

REFLECTIVE - *We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.*

THE FINE PRINT - Port Moody Secondary students are also expected to adhere to IB, district and school policies (Academic Honesty Policy, Assessment Policy, Language Policy and Special Educational Needs Policy) as outlined in the planner and on the IB, school and district website.

Textbooks

Multiple books will be used as resources for this course

ASSESSMENT

There will be three assessment objectives in Pre-Diploma Social Studies 9

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding through comparison/contrast, connecting, analyzing, and evaluating significance.

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyze and interpret a variety of sources.
- Answer questions by applying new skills and/or knowledge

Assessment objective 3: Use and application of appropriate skills

- Produce work that shows evidence of organization and planning
- Use correct grammar and spelling in written output and discussion
- Demonstrate evidence of independent thought and expression (no plagiarism)

The above objectives will be met in this course through a variety of ways:

Assignments will involve using in-depth knowledge and historical interpretations to understand different perspectives or to come to an informed decision on a topic. These assignments will be presented in a variety of creative and engaging ways. Assignments will normally be done alone or in a group, however, occasionally students will be required to work in groups and will only be given a group mark. In this case, it is imperative that students work cooperatively together to achieve the outcome.

Tests will be either in a standard format (i.e. multiple choice/short answer), document analysis format, or a paragraph answer. The emphasis of these tests is to assess understanding of the topic, including causes and consequences, connections between events, and significance. Another form of assessment will be a formal 5 paragraph in-class essay, which covers the major themes and events covered in the unit(s). Students will know the events/themes ahead of time and may bring in notes on topics of their choosing.