Social Studies 9 – Ancient Civilizations

Through the Renaissance

Teachers: Ms. Monika Mackenzie Jan. 31 – Apr. 13

Mrs. Tennille Fishley Apr. 3 – June28th

Grade 9 students will explore worldviews of past societies and connections

between the past and the present. Students will consider how worldviews

are shaped and how they are expressed by people living in particular

times and places. They will examine issues related to contact between

societies with differing worldviews. Students will explore diverse sources

of historical information, including oral histories, images, literature, and

the arts. Through this inquiry into past societies, students will reflect upon

their own worldviews, assess the influences of the past on the present, and

further develop their historical consciousness. Students will explore at

least one historical indigenous society of North America, as well as

Mesopotamia or Ancient Egypt; Ancient Greece or Rome; Aztec, Incan,

or Mayan civilizations; Medieval Europe or Renaissance Europe; Ancient

China or Japan.

**The Grade 9 Social Studies course and assessment focusses on the following outcomes:**

**Interaction and Independence of Nations**

IN9.1 Explain what constitutes a society

IN9.2 Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.

IN9.3 Analyze the ways a worldview is expressed in the daily life of a society.

N9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society.’

**Dynamic Relations**

DR9.1 Examine the challenges involved in obtaining information about societies of the past.

DR9.2Synthesize the significance of key historical events in societies studied.

DR9.3 Assess the relationship of the natural environment in the development of a society.

DR9.4 Determine the influence of societies of the past on contemporary life in Canada.

**Power and Authority**

PA9.1 Examine concepts of power and authority in the governance of the societies studied.

PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.

PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.

**Resources and Wealth**

RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

RW 9.2 Appraise the significance of trade and transportation in the development of the societies studied.

RW 9.3 Determine the influence of technologies of past societies studied on contemporary society.

**Behaviour and Work Management Plan 2016-17**

In order to be successful in this class you will need to know the expectations and what outcomes your choices will bring.

1. **Daily Classroom Materials:** binder, dividers, loose leaf paper, pencils (crayons)/pens, eraser.
2. **Classroom Expectations**
3. **Behaviour**

* Students will ….
* Have a positive sense of self (think and set goals)
* Exhibit independence
* Exhibit honesty and trustworthiness
* Demonstrate curiosity and self-motivation
* Be engaged citizens

• Responsible for work

• Responsible and caring in the classroom, school and on the school grounds

• Lead through example and encouragement

• Seek to resolve conflict

• Accept responsibility for the school/classroom environment

1. **Work Ethic**

* Students will…
* Listen and follow instructions
* Come to class on time and prepared
* Complete work on time
* Collect and organize materials effectively
* Manage time effectively

1. **Classroom Routines**

* No Food or Drinks in classroom – Bring a water bottle to keep hydrated.
* Washroom Breaks – only acceptable after instructional time.
* Use of Technology – curriculum use only (with headphones)– abuse will result in confiscation
* Homework IS necessary – due dates are important – will be enforced. Due dates for assignments and projects will be posted in the classroom, and it is the student’s responsibility to ask questions and seek help if unsure. It is expected that students will hand assignments in on time unless they have arranged an alternative due date in advance for a valid reason.

1. **Consequences of Choices**

* Not Meeting Expectations

- 1st discussion with teacher

- 2nd 15 minutes (pre/post school or noon)

- 3rd 30 minutes

- 4th 1 hour plus notify parents/administration

* Meeting/Exceeding Expectations
* Input into Daily Plan – Inquiry Projects
* Student Rewards – reading chair, games, independent work time, computer time
* Class Rewards – Movie, Fun Activity etc.

**Assessment–** will be continuous with formative assessment of daily activities, note taking, questions and discussions. Summative assessments will include projects, presentations, reports, quizzes and tests.

**Final Mark** is determined by: 100%

Essays/Major Projects

Exams

Class Work/Assignments