**Social Studies 9 (1750-1919)**

**Who is my teacher and where can I find her?**

**What are the BIG IDEAS that I will be learning?**

**How will I be graded?**

**What is a Socratic Seminar?**

“Strong minds discuss ideas, average minds discuss events, weak minds discuss people” (Socrates, circa 470 BCE). The Socratic Method is a style of ‘teaching’ which reflects the work of the philosopher, Socrates. In truth, the Socratic Method is not “teaching” per se. The teacher is neither the sage on the stage nor the guide on the side. The students are not passive recipients of knowledge. The Socratic Method involves a shared dialogue between all class members. A thought-provoking question is posed. Members of the class actively engage by asking questions and seeking a deeper understanding. The Socratic Method is “better used to demonstrate complexity, difficulty, and uncertainty than to elicit ‘correct’ facts about the world” (Reich, 2001). As a class, we will be engaged in Socratic Seminars at least once a month. You will have time to prepare yourself for the discussion and you will be assessed and provided with feedback on your contribution.

**What is a Historical Thinking Journal?**

To “think historically,” students need to be able to:

* Establish *historical* significance
* Use *primary source evidence*
* Identify *continuity* and *change*
* Analyze *cause* and *consequence*
* Take *historical perspectives,* and
* Understand the *ethical dimension* of historical interpretations.

These concepts tie “historical thinking” to “historical literacy.” In our class, “historical literacy” means gaining a deep understanding of historical events and processes through active engagement with historical “texts”. These “texts” might be primary source documents, movies, songs, poems, first and second person accounts, etc. Our Historical Thinking Journals will stay in the class and be used to reflect, respond, and engage in historical thinking at the beginning of most classes. I will be looking for students to think critically during this time. This work will be rough draft work that may set the direction for further personalized research. ([www.historicalthinking.ca](http://www.historicalthinking.ca), 2016).

**What about late or missed assignments?**

After many years of trial and error and research, I have come to agree with assessment gurus, who argue that “students should be graded on the quality of their work and their ability to meet the desired learning targets, rather than how punctual the assignment is” (Dueck, 2014). That being said, you are still expected to complete and hand in EACH assignment. If work is missing or late, I will provide you with a Late Assignment Report or an Incomplete Assignment Form. Simply fill those out, have a chat with me about the form, and move on to continue learning!

**What are your rules and expectations?**

We will follow school rules in class. As for expectations, I expect you to be a decent human being. During the first week of school we can discuss what that looks like in our classroom. I look forward to your input about what you need to be successful in SS9.

I have read this course outline and have asked any questions that I have still have from you, either via email or in person:

Your signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your parent/guardian’s signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***“I have never let my schooling interfere with my education” – Mark Twain***