

Social Studies 9

Canada: Opportunities and Challenges

2018-2019 Course Outline

Teacher: Ms. Dinn

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Room Number: 220

Overview

"Grade 9 students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States." (Alberta Education 2007, Program of Studies)

Assessment

Coursework- 70%

- Assignments/Projects - 20%
- Tests/Quizzes - 40%
- Writing - 40%

Final Exam - 30%

Provincial Achievement Test Dates: Between January 24-31



JAWS goal is to "engage the entire school community in learning through focus, reflection, and collaboration."

Terms and Concepts

Canadian Charter of Rights and Freedoms, consumerism, executive branch, governance, Indian Act, judicial branch, legislative branch, market economy, mixed economy, social programs, tax base, underground economy (Alberta Education 2007).

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Materials:

- Pen/Pencil
- Notebook (anything to write in/on)
- Journal (Duotang)
- Textbook (Issues for Canadians (2008). Nelson Education Ltd.)

Time Frame	Chapters
September	1 - Federal System 2 - Justice System
October	3 - Charter of Rights & Freedoms 4 - Collective Rights
November	5 - Immigration 6 - Economies 7 - Consumerism
December	8 - Social Programs 9 - Environmental Issues
January	Review and preparation for the final exam

Chapter 1: How effectively does Canada's federal political system govern Canada for all Canadians?

- What is the structure of Canada's federal political system?
- How do laws become laws?
- How do the media connect Canadians to their government?
- What do lobbyists do?

Chapter 2: To what extent is the justice system fair and equitable for youth?

- How do Canada's justice system and the Youth Criminal Justice Act attempt to treat young offenders fairly and equitably?
- What role do Canadian citizens and organizations play in the fairness and equity of Canada's justice system for youth?

Chapter 3: How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?

- How does the Charter protect individual rights and freedoms?
- How does the Charter affect law making in Canada?
- How does the Charter affect the workplace?

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Chapter 4: To what extent has Canada affirmed collective rights?

- What laws recognize the collective rights of First Nation peoples?
- What collective rights do official language groups have under the Charter?
- What laws recognize the collective rights of the Métis?

Chapter 5: How well do Canada's immigration laws and policies respond to immigration issues?

- What criteria does Canada use when accepting immigrants and refugees?
- How do the individual and collective rights of Canadians influence immigration laws and policies?
- How do provinces influence immigration laws and policies?

Chapter 6: To what extent do different economic systems affect quality of life?

- What values shape the mixed and market economies of Canada and the United States?
- How do economic decisions about scarcity, supply and demand, and competition affect individuals and groups?

Chapter 7: What role should consumerism play in our economy?

- How does consumer behaviour affect quality of life for individuals and groups in Canada?
- What affects the impact of consumerism on the economies of Canada and the United States?

Chapter 8: To what extent should Canadians support social programs and taxation?

- How do decisions about social programs and taxation in Canada and the United States attempt to meet the needs of citizens?
- What values shape the economic policies of political parties on social programs and taxation?

Chapter 9: How should governments in Canada respond to political and economic issues?

- How do environmental issues involve political and economic decision making?
- What political and economic decisions should Canadians make to respond to climate change?
- What political and economic decisions should Canadians make to protect biodiversity?

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Expectations:

- **Attendance** - Regular attendance is crucial in this course due to the majority of work done during class time. If you miss a class or are late coming you are responsible for getting the notes and doing the work that you missed during that time.
- **Arriving to Class on Time** - Everyone is late once and a while, but arriving on time is important to your learning. You will have three lates that I will excuse you for, but any after that is now a recurring issue and we will come up with a way to prevent this from happening any further.
- **Washroom/Drink Breaks** - It is important that bathroom or drink breaks are limited to one per class and 2-3 minutes so you do not miss much class time. You must sign out before you go and when you come back so I am able to keep track of who is gone. If you plan on bringing a bottled drink to class, please do so at the beginning of class because if you purchase food/drink during your trip to the bathroom it will not be permitted in the classroom.
- **Preparedness** - Always come to class with a writing utensil and paper. It is recommended to bring a binder or duotang.
- **Bullying/Disrespect** - This is going to be a safe and caring environment for all students and staff. Any behavior that is intended to offend or insult another person, including disrespectful language, will be dealt with strictly and will not be tolerated. It is expected that you are courteous and polite.
- **Plagiarism** - We will discuss plagiarism as a class in the near future. Plagiarism is using the thoughts and words of others. It is to be taken very seriously and will not be tolerated on any level. Any student who hands in an assignment that shows evidence of plagiarism will be given an automatic zero on that assignment. You will be given an opportunity to redo the assignment under supervision.
 - **Cheating** - Similar to plagiarism, copying another student's work will result in an automatic zero. You may be able to do a different exam, at a different time under supervision.
- **Zero Days** - Throughout each semester the school will offer 3 zero days where students can sign up to write an alternate assessment for up to 3 academic courses that will be used by the teacher to replace missing assessments. Also, if I or the student feels that they need to re-demonstrate because of a previously unsuccessful attempt, I can allow this student to participate in zero days.
 - If you have a passing grade and want to do better on an assessment,

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it may be possible for you to participate in zero days. If you meet with me we can determine if it is necessary and if you have furthered your learning since the previous assessment.

- **Electronic Devices** - Electronic devices are allowed in class as long as they are used appropriately. I will allow you to sometimes listen to music during seatwork and will use them for activities every once and awhile. You will be made aware when it is an appropriate time to have your cell phone out, and any other time you will be given a warning and then it will be taken away until the end of class. If this issue continues the phone will be taken down to the office and the parent/guardian will have to come and retrieve the phone.
 - I will often allow you to listen to music but it is very easy to tell when you are just changing a song or are on your phone. If I find the class is abusing this and are using their phones for anything but music ALL phone privileges will be revoked.