



J.A. WILLIAMS HIGH SCHOOL

Social Studies 9 - Course Outline 2018/19

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RESOURCES

Text: *ISSUES FOR CANADIANS*

Supplies: Pen, Paper, Binder, Looseleaf, Flash Drive

COURSE OBJECTIVES

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)

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, Program of Studies)

RATIONALE

Grade 9 students will broaden their understanding and appreciation of the relationships among governance, economics, quality of life, citizenship and identity.

TIMELINE OF CONTENT

Units/Chapters	Time Frame	Summative Assignments/Projects
Unit 1 1: Federal System 2: Justice System	September	Speech on a Canadian debatable issue Political Cartoon Analysis Current Events Vocabulary Chart
Unit 2 3: Charter of Rights & Freedoms 4: Collective Rights	October	Debate Analyze Information sources Timeline of Collective Rights Current Events Vocabulary Chart
Unit 3 5: Immigration Unit 4 6: Economies	November	Immigration Presentation Position Paper Media Message Presentation Current Events Vocabulary Chart
Unit 5 7: Consumerism 8: Social Programs 9: Environmental Issues	November/ December	Economic Policy Political Party Comparison Chart Environmental Issue Presentation Current Events Vocabulary Chart
COURSE REVIEW	January	Jeopardy, Videos, Political Cartoon Analysis, Written Response

Unit 1 (Ch. 1 and 2): 15 % (Assignments 6% , Tests 9%)

Unit 2 (Ch. 3 and 4): 15 % (Assignments 6% , Tests 9%)

Unit 3 (Ch. 5): 10% (Assignments 4% , Test 6%)

Unit 4 (Ch. 6): 15% (Assignments 6% , Tests 9%)

Unit 5 (Ch. 7, 8, 9): 15% (Assignments 6% , Tests 9%)

PAT Final Exam - 30%

The specific outcomes of the course will be communicated with each assignment.

Provincial Achievement Test Dates: between Jan. 24-31

Current Events:

A significant component of this course involves the discussion of current events happening at the local, provincial, national, and global levels. Students will be asked to contribute to discussions, as well as to occasionally provide stories for discussion. Ways to stay informed include watching the news, reading the newspaper, or reading articles online. Listed below are sources for exploring current events:

- www.ctvnews.ca or CTV news on TV
- www.cbcnews.ca or CBC news on TV
- www.cnn.com
- www.edmontonjournal.com

CLASSROOM EXPECTATIONS:

- **Regular attendance** – To be successful in Social Studies 10, the student must attend and complete assigned work. The student is responsible for getting notes and doing the work that was assigned if they are absent/late. Assume responsibility for your own education.
- **Arrive on time** – It is expected that you are in class ready to start when the bell goes. If you are unable to avoid being late, please enter the classroom with a minimum of disruption. **5 lates = lunch detention with me in my room.**
- **Be prepared, organized and ready** for class with the necessary books and materials.
- **Homework/Exams** – Homework is to be handed into the bin at the side of the classroom. All homework and exams can be redone if not satisfied with effort. It is the student's responsibility to make up for any work missed during an absence and to approach instructor in regards to re-writes.
 - **Missed summative assessments** - If you are absent it is your responsibility to get the notes and make up the work you missed. In addition, the school offers 3 'Zero Days' throughout each semester to be able to write an alternate assessment to replace the missing or unsuccessful attempt. At the discretion of the teacher a student may be allowed to re-write in the supervised location on these dates: November 9, December 21, January 21.
- **Work Habits** – It is expected that the student use their class time to the best of their abilities for the whole period every class. I expect everyone to be listening when instruction is provided. Respectful behavior is a necessity to all members of the class and shall be reciprocated.
- **Respect**- It is expected that students be courteous and polite. Everyone has a right to hold an opinion that is based on fact or a reasonable interpretation of events. A non-threatening environment is imperative in order to allow everyone to comfortably and freely express his/her beliefs, opinions, and ideas.
- **Drinks/Snacks** will be permitted into the classroom, unless it becomes a problem (distraction or mess). Clean up after yourself or this will be reason to eliminate this privilege.
- **Cell phone - TURN TO SILENT & OUT OF SIGHT** At times it may be used for educational purposes only BUT WITH MY PERMISSION. If used inappropriately, (taking calls, checking msgs or social media) it may be confiscated or use may be restricted. Listening to music on a phone or an ipod may be permitted during individual work time, but **ALWAYS AT THE DISCRETION OF THE TEACHER.** Earphones should not be used unless CLEAR PERMISSION has been given to do so.

CURRICULUM OUTCOMES:

Nine Canada: Opportunities and Challenges

9.1 Issues for Canadians: Governance and Rights

9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada

9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society

9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada

9.1.4 examine structure of Canada's federal political system by exploring & reflecting upon following:

- How are laws passed in the federal political system? (PADM)
- What is the relationship between the executive, legislative and judicial branches of Canada's federal political system?
 - What processes are used to determine Members of Parliament (MPs) and Senators?
 - To whom are Members of Parliament and Senators accountable?
 - What is the role of political parties within Canada's federal political system?
 - What is the role of the media in relation to political issues?
 - How do lobby groups impact government decision making?
 - To what extent do political and legislative processes meet the needs of all Canadians?
 - How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?
 - In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)?
 - What is the relationship between the rights guaranteed in the Canadian Charter of Rights & Freedoms & responsibilities of Canadian citizens?

9.1.5 analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:

- How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? (C, PADM)
- What are citizens' legal roles and their responsibilities? (C, PADM)
- What is the intention of the Youth Criminal Justice Act? (C, PADM)

9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?

9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?
- In what ways does CCRF meet needs of Francophones in minority settings? & in Quebec?
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?
- How does the Indian Act recognize the status and identity of Aboriginal peoples?
- How does legislation of Treaty 6, Treaty 7 and Treaty 8 recognize the status & identity of Aboriginal peoples?
- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)?

9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- How are changes to Canadian policies on immigration and refugees a reflection of world issues?
- What impact does increasing immigration have on Aboriginal peoples and communities?
- How are provincial governments able to influence and implement immigration policies?
- How is implementation of immigration policies in Québec an attempt to strengthen French language in North America?
- What is the relationship between immigration policies in Canada and the rights guaranteed in CCRF?
- To what extent does Canada benefit from immigration?

9.2 Issues for Canadians: Economic Systems in Canada and the United States

Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

Values and Attitudes

9.2.1 appreciate the values underlying economic decision making in Canada and the United States

9.2.2 appreciate the relationship between consumerism and quality of life

9.2.3 appreciate the impact of government decision making on quality of life

Knowledge and Understanding

9.2.4 compare/ contrast principles/ practices of market & mixed economies by exploring/ reflecting upon :

- What are the principles of a market economy?
- Why do governments intervene in a market economy?
- Why is Canada viewed as having a mixed economy?
- What is the role of the consumer in market and mixed economies?
- To what extent do consumer actions reflect individual and collective identity?
- How has the emergence of labour unions impacted market and mixed economies?
- What are similarities/ differences in way governments in Canada & USA intervene in the market

economies?

- How do the economic systems of Canada & USA differ in answering basic economic question of scarcity?

9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada & USA by exploring and reflecting upon the following questions and issues:

- What are the indicators of quality of life?
- How does individual consumer behaviour impact quality of life (e.g., environmental issues)?
- How does marketing impact consumerism?
- How does consumerism provide opportunities for & limitations on impacting quality of life?
- How is consumerism used as a power of a collective (e.g., boycotts)?
- To what extent do perspectives regarding consumerism, economic growth & quality of life differ regionally

in North America?

- What societal values underlie social programs in Canada and the United States?

9.2.6 assess, critically, the interrelationship between political decisions & economic systems by exploring & reflecting upon the following questions and issues:

- How do economic platforms of political parties differ from one another (i.e., Democrat vs Republican;

Liberal vs Conservative)?

- How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)?

• How does underground economy impact the federal & provincial tax base & social programs (i.e., tax evasion, black market)?

• How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)?

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***access diverse viewpoints on particular topics**

*** organize the sequence of historical events**

***determine the validity of information**

*** analyze current affairs from multiple perspectives**

*** distinguish cause, effect, sequence and correlation in historical events**

***analyze the historical contexts of key events of a given time period**

***construct diagrams, charts, graphs and tables to analyze geographic information**

9.5.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community

