

# Social Studies 9 Long Range Plan

## Issues for Canadians

Ms. Jasinowski 2009-2010

### General Course Objectives

**Overview:** Grade 9 students will examine the relationships between Canada's political and legislative processes and the impact of these relationships on issues pertaining to governance, rights, citizenship and identity. Students will also explore economic issues and their impact on quality of life, citizenship and identity in Canada and the United States.

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

### Evaluation

#### Term Mark

- |   |      |
|---|------|
| • Inquiry projects, assignments<br>and Position Papers. | 45 % |
| • Tests   | 30 % |
| • Term Exam   | 25 % |

### Teaching Methods

Auditory, visual, and kinaesthetic instructional strategies will be used in order to target different learning styles and to successfully deliver curricular content.

- Direct teaching: lecture, discussion
- Inquiry Projects
- Classroom debate
- Classroom simulations
- Research based learning
- Authentic individual, small group, and whole group activities
- Assignments, projects & presentations
- Multi-media presentations
- Cooperative methods
- Values clarification

## **Tentative Schedule**

### **Unit 1: Issues for Canadians: Governance and Rights**

**Dates:** September – January (Weeks 1- 20)

**General Outcome Covered:** 9.1 “Students will demonstrate an understanding and appreciation of how Canada’s political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.”

**Specific Outcomes Covered:** 9.1.1 – 9.1.8

### **Unit 2: Issues for Canadians: Economic Systems in Canada and the U.S.A.**

**Dates:** February – June (Weeks 21 – 39)

**General Outcome Covered:** 9.2 “Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.”

**Specific Outcomes Covered:** 9.2.1 – 9.2.6

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>Topic:</b>	<p><b>Weeks 1-2:</b> Introduction to the concepts of Government and Economics, definitions and examples Citizenship and Identity Examining current issues in Canada.</p> <p><b>Weeks 3-6:</b> Textbook Chapter 1: Canada's political system, laws, and media.</p>	<p>Finish Chapter 1</p> <p><b>Weeks 7-9:</b> Textbook Chapter 2: The justice system, &amp; justice system for youth.</p>	<p><b>Weeks 10-15:</b> Textbook Chapter 3 and 4: Canada's Charter of Rights and Freedoms for individual rights and Collective Rights of First Nations, the Metis, Anglophone and Francophone groups.</p>	<p><b>Weeks 16-18:</b> Textbook Chapter 5: Immigration Laws and policies.</p>	<p><b>Weeks 19-20:</b> Unit Review</p> <p>Midterm Exam</p>
	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Topic</b>	<p><b>Week 21:</b> Introduction to Economics</p> <p><b>Weeks 22-24:</b> Textbook Chapter 6: Quality of Life, Mixed and Market Economies.</p> <p>Position Paper.</p>	<p><b>Weeks 25-27:</b> Textbook Chapter 7: Consumerism in Canada &amp; U.S.A.</p> <p>Political Cartoon creation</p>	<p><b>Weeks 28-30:</b> Textbook Chapter 8: Social Programs and Taxation</p> <p>Create your own political party to meet the needs of Canadians</p>	<p><b>Weeks 31-33:</b> Textbook Chapter 9: Governments vs. Political/Economic issues</p> <p>Practice essays</p>	<p><b>Weeks 34-39:</b> Year Review</p> <p>PAT Exam</p>

## Resources

- Main textbook: Issues for Canadians. Nelson.2008.
- Videos pertaining to specific topics will be used throughout the course.
- Handouts and worksheets, to be determined.