

Social Studies 8/9 (grade 9 curriculum)

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.

RATIONALE

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

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

General Outcome 9.1

Issues for Canadians:

Governance and Rights

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.

General Outcome 9.2

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

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.

Local and Current Affairs

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Course Scope and Sequence

General Outcome 9.1: Issues for Canadians: Governance and Rights

	Time Frame	Instructional Strategies	Resources
<p>Values and Attitudes <i>Students will:</i></p> <p>9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)</p> <p>9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)</p> <p>9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)</p> <p>Knowledge and Understanding <i>Students will:</i></p> <p>9.1.4 examine the structure of Canada’s federal political system</p> <p>9.1.5 analyze the role that citizens and organizations play in Canada’s justice system</p> <p>9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada</p> <p>9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada</p> <p>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:</p>	<p>Unit One: Approximately 15 weeks. (we will be covering, on average a chapter from the textbook every 20 days)</p>	<p>Lecture / power point presentations</p> <p>Bell work for review</p> <p>Questioning</p> <p>Class discussion</p> <p>Independent and group research</p> <p>Worksheets</p> <p>Graphic organizers</p> <p>Daily activities</p>	<p>Textbook</p> <p>Critical challenges resources</p> <p>Internet sources (media sites, learnalberta, newsmag, databases, organizations, government, blogs)</p> <p>Documentaries/movie clips.</p>

Evaluation

Formative: Bell work, assignments, vocabulary, daily activities, critical challenges (15% of mark, 12% of final mark)

Summative: Interpretation/Position paragraphs and papers (20% of mark, 16% of final mark), Projects (20% of mark, 16% of final mark), Quizzes (15% of mark, 12% of final mark,), Chapter/Unit Test (30% of mark, 24% of final mark), Final Exam (20% of final mark).

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

	Time Frame	Instructional Strategies	Resources
<p>Values and Attitudes <i>Students will:</i> 9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER) 9.2.2 appreciate the relationship between consumerism and quality of life (C, CC) 9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)</p> <p>Knowledge and Understanding <i>Students will:</i> 9.2.4 compare and contrast the principles and practices of market and mixed economies 9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States 9.2.6 assess, critically, the interrelationship between political decisions and economic systems</p>	<p>Unit Two: Approximately 12 weeks. (we will be coving, on average a chapter from the textbook every 20 days)</p>	<p>Lecture / power point presentations Bell work for review Questioning Class discussion Independent and group research Worksheets Graphic organizers Daily activities</p>	<p>Textbook Critical challenges resources Internet sources (media sites, learnalberta, newsmag, databases, organizations, government, blogs) Documentaries/mov ie clips.</p>

Evaluation

Formative: Bell work, assignments, vocabulary, daily activities, critical challenges

Summative: Interpretation/Position paragraphs and papers, Projects, Quizzes, Chapter/Unit Test

SKILLS AND PROCESSES FOR GRADE 9

*****NOTE: The skills and processes are acquired by incorporating them into daily activities, assignments, projects, essays, quizzes and unit exams.**

DIMENSIONS OF THINKING

Students will:

9.S.1 develop skills of critical thinking and creative thinking

- determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue

9.S.2 develop skills of historical thinking

- analyze selected issues and problems from the past, placing people and events in a context of time and place

9.S.3 develop skills of geographic thinking

- interpret thematic maps to analyze economic and political issues

9.S.4. demonstrate skills of decision making and problem solving

- take appropriate action and initiative, when required, in decision-making and problem-solving scenarios

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

9.S.5 demonstrate skills of cooperation, conflict resolution and consensus building

- demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably

9.S.6 develop age-appropriate behaviour for social involvement as responsible citizens

contributing to their community

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

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

9.S.7 apply the research process

- reflect on changes of perspective or opinion based on information gathered and research conducted.

COMMUNICATION

Students will:

9.S.8 demonstrate skills of oral, written and visual literacy

- reflect on changes of perspective or opinion based on information gathered and research conducted.

9.S.9 develop skills of media literacy

- examine techniques used to enhance the authority and authenticity of media messages