

GRADE 9: Canada: Opportunities and Challenges

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.

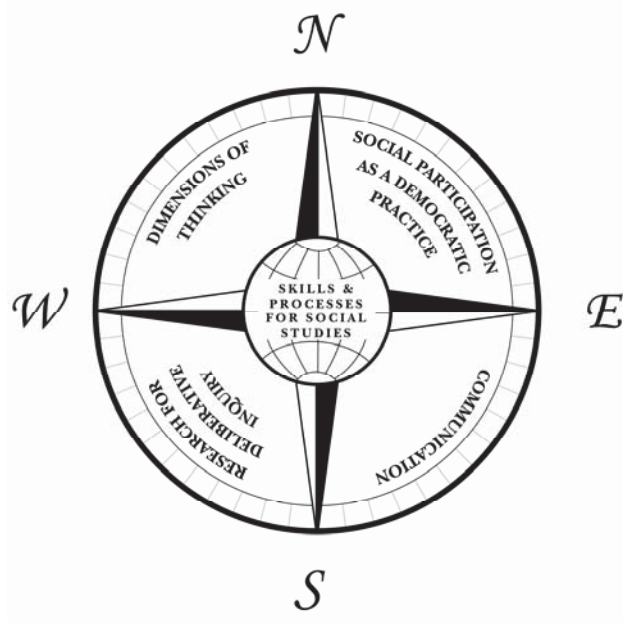
RATIONALE

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



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age-appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted.
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

9.1 Issues for Canadians: Governance and Rights

General Outcome

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

► Values and Attitudes

Students will:

- 9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)**
- 9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)**
- 9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)**

► Knowledge and Understanding

Students will:

- 9.1.4 examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:**
 - 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? (PADM)
 - What processes are used to determine Members of Parliament (MPs) and Senators? (PADM)
 - To whom are Members of Parliament and Senators accountable? (PADM, C)
 - What is the role of political parties within Canada's federal political system? (PADM, C)
 - What is the role of the media in relation to political issues? (PADM, C)
 - How do lobby groups impact government decision making? (PADM, C)
 - To what extent do political and legislative processes meet the needs of all Canadians? (PADM, C)
- 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 the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I)

		C	Citizenship		I	Identity	
ER	Economics and Resources		LPP	The Land: Places and People		GC	Global Connections
CC	Culture and Community		PADM	Power, Authority and Decision Making		TCC	Time, Continuity and Change

- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I)
- In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C)
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)

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

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)? (C, ER, PADM)
- How are changes to Canadian policies on immigration and refugees a reflection of world issues? (PADM, GC, C, I)
- What impact does increasing immigration have on Aboriginal peoples and communities? (C, I, GC, PADM)
- How are provincial governments able to influence and implement immigration policies? (PADM, GC)
- How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? (PADM, GC, C, I)
- What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms? (I, PADM)
- To what extent does Canada benefit from immigration? (GC, PADM)

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

General Outcome

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

► Values and Attitudes

Students will:

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)

► Knowledge and Understanding

Students will:

9.2.4 compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:

- What are the principles of a market economy? (ER)
- Why do governments intervene in a market economy? (ER, PADM)
- Why is Canada viewed as having a mixed economy? (ER, PADM)
- What is the role of the consumer in market and mixed economies? (ER)
- To what extent do consumer actions reflect individual and collective identity? (ER, I)
- How has the emergence of labour unions impacted market and mixed economies? (ER)
- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC)
- How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? (ER, PADM, GC)

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

- What are the indicators of quality of life? (PADM, ER)
- How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER)
- How does marketing impact consumerism? (ER)
- How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)
- How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C)

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- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? (PADM, ER, GC, I)
- What societal values underlie social programs in Canada and the United States? (PADM, ER, GC, I)

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

- How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)? (ER, PADM)
- How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (ER, PADM)
- How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C)
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (PADM, ER)

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SKILLS AND PROCESSES FOR GRADE 9

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► 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
- evaluate, critically, ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze current affairs from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- access diverse viewpoints on particular topics by using appropriate technologies
- assemble and organize different viewpoints in order to assess their validity

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
- distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations
- use historical and community resources to organize the sequence of historical events
- analyze the historical contexts of key events of a given time period
- create a simulation or a model by using technology that permits the making of inferences
- identify patterns in organized information

9.S.3 develop skills of geographic thinking:

- interpret thematic maps to analyze economic and political issues
- use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- construct diagrams, charts, graphs and tables to analyze geographic information
- define geographic problems and issues and pose geographic questions
- access and operate multimedia applications and technologies from stand-alone and online sources (e.g., GIS)

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
- participate in and predict outcomes of problem-solving and decision-making scenarios
- propose and apply strategies or options to solve problems and deal with issues
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
- articulate clearly a plan of action to use technology to solve a problem
- identify the appropriate materials and tools to use in order to accomplish a plan of action
- evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate

► 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
- demonstrate a positive attitude regarding the needs and perspectives of others
- access, retrieve and share information from electronic sources, such as common files
- use networks to brainstorm, plan and share ideas with group members

9.S.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

► 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
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- practise responsible and ethical use of information and technology
- include and organize references as part of research
- create a plan for an inquiry that includes consideration of time management
- demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
- develop a process to manage volumes of information that can be made available through electronic sources
- evaluate the relevance of electronically accessed information to a particular topic
- make connections among related, organized data, and assemble various pieces into a unified message
- refine searches to limit sources to a manageable number
- analyze and synthesize information to create a product

► COMMUNICATION

Students will:

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

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions
- make reasoned comments relating to the topic of discussion
- listen to others to understand their perspectives

9.S.9 develop skills of media literacy:

- examine techniques used to enhance the authority and authenticity of media messages
- examine the values, lifestyles and points of view represented in a media message
- analyze the impact of television, Internet, radio and print media on a particular current affairs issue

Glossary of Terms and Concepts—Grade 9

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Canadian Charter of Rights and Freedoms	Document entrenched in the <i>Constitutional Act</i> , 1982 that lists and describes the fundamental rights and freedoms guaranteed to Canadians.
consumerism	Economic theory concerned specifically with the purchase and/or use of goods and services.
executive branch	Government body that ensures the administration of laws and of the country, comprised of the Prime Minister of Canada and the Cabinet.
governance	The act, process or power of governing.
<i>Indian Act</i>	Law pertaining to the rights and status of Aboriginal peoples; initially enacted in 1876 and amended several times.
judicial branch	Government body that ensures the interpretation of laws, comprised of the Supreme Court of Canada.
legislative branch	Government body that is authorized to pass federal laws/legislation, comprised of the House of Commons and the Senate.
market economy	Economic system in which individuals are free to make their own decisions with little or no intervention from the government and where resources are the private property of persons or companies.
mixed economy	Economic system in which both the public and the private sectors play a significant role in the economy and where some resources are owned by the private sector and some by the public sector.
social programs	Programs established by the government to reduce economic inequalities and to promote the well-being of citizens.
tax base	Total amount of taxes paid to the government by citizens and companies used to finance economic and social programs and the functioning of government.
underground economy	Pertaining to secretive economic activities that are not within the law, often referred to as the “black market.”