

# **Grade 9 Social Studies: Canada in the Contemporary World 10F**

**Teacher:** Mr. Billett

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**Textbook:** Canada in the Contemporary World

## **Required Materials**

- Note paper (loose leaf) and a binder to keep class work
- A separate duotang, binder, or notebook for your Current Events Journal
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, projects, and map work)
- USB Stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

**Course Description:** Grade 9 students explore Canada's contemporary opportunities and challenges. They examine Canadian demographics and political organization. They consider diverse perspectives related to Canadian political issues, Aboriginal self-government, francophone presence and influence, multiculturalism, media and popular culture, and the impact of the United States on Canadian culture. They explore cultural interaction in Canadian society and engage in the debate surrounding culture and identity in Canada. Through this inquiry, students develop understanding of the complexities of citizenship and identity in the Canadian context and enhance their ability to become informed, active, and responsible citizens

The course will be divided into the following sections:

### **Cluster 1: Diversity and Pluralism in Canada**

Students examine elements of physical and human geography that affect the political, social, and cultural make-up of Canada. This study includes a focus on demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, influence of the media, and the contributions of people in the creation of a pluralistic society. Students examine the roles of various levels of government, government policies, the media, and cultural diversity as they affect the quality of life of Canadians.

### **Cluster 2: Democracy and Governance in Canada**

Students examine the connections between people, government, and law. This study includes a focus on concepts related to parliamentary process, participation in the electoral process, the justice system, responsibilities and rights of citizens, and the influence of democratic ideals in the evolution of contemporary Canadian society.

### **Cluster 3: Canada in the Global Context**

Students examine the dynamic relationship between having a national identity and being a global citizen in the industrialized world. This study includes a focus on evaluating the role of media in shaping individual or national perspectives relating to global issues, identifying nations and events where Canadian participation is expected for aid and military conflict resolution, assessing Canada's role in global peace-keeping initiatives, and the implications of being a consumer in a globally connected industrialized society.

### **Cluster 4: Canada: Opportunities and Challenges**

Students explore the demographic factors that have shaped Canada's style of cultural diversity and citizenship from past to present, and into the future. This study includes a focus on the affects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues – past and present, reactions to social injustices, emerging relationships pertaining to Aboriginal Peoples, and the level of commitment of all Canadians towards environmental stewardship and sustainability.

**Evaluation and Assessment:**

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual & group researches, oral presentations, textbook exercises, class discussion, and map/atlas activities will be part of the evaluation of the course. Both peer & self-assessment will be used on a number of assignments throughout the year.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria. IN ADVANCE to ensure you have the opportunity to ask any-all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK!

Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is **YOUR responsibility** to check the **missed assignment folder**, take **responsibility for all missed work**, and take down any missed notes. Regular attendance is crucial for success in this course. Assessment will be ongoing & will include participation in daily classroom activities, assignments, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

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**Evaluation Format:**

Term Work - Formally Evaluated Work (assignments, unit tests, projects).....	70%
Final Exam (Which covers the entire course).....	30%

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*I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions in my classroom before or after school, during my prep period or upon special arrangement. Just Ask!*

**Late Assignment Policy – Grades 7-12**

McCreary School’s policy for late assignments was developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher’s discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late assignments
7. Teachers will make an arrangement with student to complete work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of zero.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any-all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so please ask! Late assignments will be penalized 5% each day the assignment is not handed in. Late assignments will NOT be accepted once the next unit has begun. Unit tests must be written on the assigned dates – a skip results in a zero. However, upon proof of a satisfactory reason for an absence, test may be written on arrangement.