

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

Credit Value: One Credit

**McCreary School**

**Course Code: 0101**

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

**Semester 1**

**Teacher: Mr. Billett**

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Room 10

**Prerequisites** – Acquisition of grade 8 social studies is recommended.

## Course Description/Overview

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.

## Focus and Purpose

The purpose of taking Grade 9 Social Studies (10F): Canada in the Contemporary World is to understand many aspects of Canada and the country's relationship with others in the contemporary world.

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. The focus and purpose of this course is to understand aspects of social studies, geography, and encourage students to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

## Objectives

The primary purpose of Grade 9 Social Studies (10F): Canada in the Contemporary World is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Students will acquire skills, knowledge and experiences through reading, viewing, discussing, debating, and reflecting upon the following Grade 9 Social Studies 10F general learning outcomes.

- Module 1: Diversity and Pluralism in Canada
- Module 2: Law, Order, and Good Governance
- Module 3: Canada in the Global Context
- Module 4: Canada—Opportunities and Challenges

## Resources

- Canada in the Contemporary World Textbook
- World Atlas

## Required Materials

- Note paper (loose leaf) and a binder to keep class work
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, and other projects)
- Personal Laptop – Supplied by TRSD - To be brought to each class.
- USB Memory 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.

## Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

## Canada in the Contemporary World Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

<p><b>September</b></p>	<p><b>Cluster 1: Diversity and Pluralism in Canada</b>            Students examine elements of physical and human geography that affect the political, social, and cultural makeup of Canada. This study includes a focus on demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the 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.</p>	<ol style="list-style-type: none"> <li>1. Chapter 1 – Welcome to Canada</li> <li>2. Chapter 2 – How do you Define Citizenship</li> <li>3. Chapter 3 – What are Rights and Responsibilities?</li> </ol>
<p><b>October</b></p>	<p><b>Cluster 2: Democracy and Governance in Canada</b>            Students examine the connections among people, government, and law. This study includes a focus on concepts related to the parliamentary process, participation in the electoral process, the justice system, the responsibilities and rights of citizens, and the influence of democratic ideals in the evolution of contemporary Canadian society.</p>	<ol style="list-style-type: none"> <li>1. Chapter 4 – What Shapes Our Identities and Cultures?</li> <li>2. Chapter 5 – Ideas and Institutions of Democracy</li> <li>3. Chapter 6 – What is Government?</li> <li>4. Chapter 7 – How do Laws and Regulations Affect You?</li> <li>5. Chapter 8 – How do Governments Make Policy?</li> </ol>
<p><b>November</b></p>	<p><b>Cluster 3: Canada in the Global Context</b>            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 peacekeeping initiatives, and the implications of being a consumer in a globally connected, industrialized society</p>	<ol style="list-style-type: none"> <li>1. Chapter 9 – How do Citizens Elect Governments?</li> <li>2. Chapter 10 – How does the Judicial System Work?</li> <li>3. Chapter 11 – Citizenship in Action</li> <li>4. Chapter 12 – Canada and the Global Economy</li> </ol>

<b>December</b>	<p><b>Cluster 4: Canada: Opportunities and Challenges</b></p> <p>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 effects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues from the past and present, reactions to social injustice, emerging relationships pertaining to Aboriginal Peoples, and all Canadians’ level of commitment to environmental stewardship and sustainability.</p>	<ol style="list-style-type: none"> <li>1. Chapter 13 – Canada in the Global Community</li> <li>2. Chapter 14 – Global Conflicts and Global Interdependence</li> <li>3. Chapter 15 – Identity and Citizenship</li> </ol>
<b>January</b>	<p><b>Review the concepts from the year.</b></p> <p>Students may not grasp a concept the first time around, but by having multiple experiences with the concept throughout the year, they will surely have time to understand it by the end of the school year. The intent is to review concepts throughout the year and then review everything from the year in preparation for the final exam.</p>	<ol style="list-style-type: none"> <li>1. Chapter 16 – Technology, Society, and Change</li> <li>2. Chapter 17 – Pioneers of Tomorrow</li> </ol>
	Preparing for final exam.	Writing final exam.

**Academic Evaluation and Assessment**

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and GEO 20F activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics and checklists will be used for the summative assessment of this course.

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 and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

**Evaluation Methods and Specific Assessment**

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

**Manitoba Provincial Report Card Policy and Guidelines Evaluation**

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

**Evaluation Format:**

Term Work - Formally Evaluated Work (assignments, unit tests, projects) .....80%  
 Final Assessment (A final assessment which covers the outcomes studied in GEO 20F) .....20%

*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 upon special arrangement. Just Ask!*

## Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

## Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, 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 / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or 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 in. 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**.

## Student Support and Attendance Policy

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

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## Use of Technology Policy

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

## Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

### Personal Management Skills

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

### Active Participation in Learning

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

### Social Responsibility

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

\*\*The course outline may be changed due to unforeseen circumstances. \*\*

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Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_