

CANADA IN THE CONTEMPORARY

GRADE NINE 2022-23

Level: Grade 9

Code: 0101

Program Designation: 10F

Credit Value: 1.0 credit

Prerequisites: None

Course Times: Day One, Day Two, Day Four and Day Six from 10:07 am- 12:00 pm

Teacher Contact Information

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Course Overview

Grade 9 students focus on the opportunities and challenges at the core of Canada's contemporary plurality. They begin with an overview of Canada today, including its demographics, geography, and political organization. They examine the evolving stories of interaction among the people of Canada, and the influence of the land on the development of Canada. They explore the historical and contemporary complexities of citizenship and identity, considering the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another. Contemporary Canadian questions and issues are examined within the global context. Students are given opportunities to explore how they may become involved in Canadian issues. Through this inquiry, they are enabled to become informed decision makers actively involved in their local, national, and global communities.

CLUSTER ONE GOALS

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.

CLUSTER TWO GOALS

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.

CLUSTER THREE

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.

CLUSTER FOUR

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 Indigenous peoples, and all Canadians' level of commitment to environmental stewardship and sustainability.

COURSE PACING

Unit One: Democracy and Governance in Canada 6 weeks

- Law and order and good government
- Representing Canadians
- Building a Just Society
- Citizen Participation
- Democratic Ideas in Canada

Unit Two: Diversity and Pluralism in Canada 6 weeks

- A Profile of Canada
- Human Rights
- Living Together in Canada
- Pluralism and Integration
- Expressing who we are in Canada

Unit Three: Canada in the Global Context 3 weeks

- Living in the Global Village
- Canada's Global Responsibilities
- Living in an Industrialized Consumer

Unit Four: Canada's Opportunities and Challenges 2 weeks

- A Changing Nation
- Engaging in the Citizenship Debate
- Social Justice in Canada
- Taking our Place in the Global Village

Note: This unit is spiraled throughout the other three clusters

MATERIALS

Students are expected to bring the following materials to all classes:

- Pens/pencils, binders with loose leaf or notebook with lines pages
- Textbook – Canada in the Contemporary World- Edmond Montgomery Publications Ltd. 2007
- Laptop

EVALUATION

Course work will be worth 70% of your final mark and the final exam will be worth 30%. All course work will be cumulative. There will be a variety of assessment tools utilized, rubrics, tests, antidotal, etc. Formative assessment will include homework checks, exit slips, etc.

All assignments are on the due date. Students who are unable to meet that due date must make arrangements with the teacher or will receive an incomplete. Teachers will use their discretion based on circumstances to make their final decision. An incomplete will result in a mark of zero.

ADDITIONAL INFORMATION

- Students are expected to be on time to class. Late students will be expected to wait at the door until the teacher is ready to let them in to class.
- Students are expected to be in class daily. If a student is absent from 5 or 10 classes, parents will receive an email or letter. After 10 absences there may be a meeting with the teacher and/or principal, parents and student to identify the barriers/obstacles preventing regular attendance and a plan will be developed. Too many absences may result in the student being removed from the course at administrations discretion.
- Students are to show respect to fellow students and teachers.
- Students are expected to perform to the best of their ability.
- Students are not to interrupt others learnings.
- Students are responsible for all homework and notes which were missed while they were absent. Students are encouraged to ask a classmate upon returning to catch up the material missed or use TEAMS.
- Cell phones and iPods are not permitted in class unless they are being used for research purposes. A teacher has the right to confiscate a device if it is interrupting learning.
- If work is not completed during class time it will be assigned as homework.
- Ste. Rose School Handbook outlines the expectations regarding academic dishonesty.