

Interim Curriculum Plan for Grade 9 Social Studies January 2009

Aim: To provide an instructional plan to guide grade 9 social studies teachers during a bridge stage between old and new (revised) curriculum. Development of a newly revised grade 9 Atlantic Canada social studies curriculum and resource is in progress.

Rationale: Whereas, 1) the grade 9 program is currently in a “renewal” stage, 2) PEI has a unique situation with the implementation of a province-wide Global Classroom Initiative requiring up to 15 instructional weeks for completion, and 3) a provincial decision was made to integrate an additional unit called, “Evolving Identity”, an interim instructional plan has been developed to assist teachers for the remaining bridge period until the new program is available .

Resources: The grade 9 social studies program is a resource-based program. This means that while there are certain resources listed or suggested, teachers are strongly encouraged to access other suitable resources (e.g., newspapers, magazines, online articles and databases) to supplement student learning in the classroom. Inclusion of current resources enables teachers and students to maximize learning opportunities focusing on relevant situations and issues that arise regularly.

Suggested classroom resources include:

- *Atlantic Canada in the Global Community* (current classroom resource)
- Rand McNally *Atlas of Canada and the World* (in schools now)
- *Global Classroom Initiative* modules (in schools now)
- “Evolving Identity” booklet and guides (distributed in 2007-08 school year)
- *Ebscohost* online database (now available in all intermediate and senior schools)
- Other resources will be highlighted during the in-service workshop

Instructional Plan:

The overarching theme for the grade 9 year is “Interdependence”. Throughout the year, students will examine issues, impacts, and other realities related to the concept of “interdependence” that exists or continues to evolve between Atlantic Canada and the global community. A culminating project provides a creative opportunity for students to demonstrate their own personal understanding of “interdependence” and how their future may be affected from the perspective of a citizen of the Atlantic region as well as a citizen of the global community. An integral component to studying the many aspects of interdependence will include analyzing current events from local, national, and international news. Students will be able to better grasp the complexities of “interdependence” by seeing how daily events are often tied to the interactions of systems around them.

The interim plan is based upon the existing curriculum offered in grade 9 classes

throughout the Atlantic region -- Atlantic Canada in the Global Community. However, because of the following factors, there is a need to realign SCOs that have been part of the grade 9 program:

- 5 of the current Specific Curriculum Outcomes (SCOs) are addressed in the new *Global Classroom Initiative* (GCI) module
- 3 additional SCOs are now integrated from the Canadian Identity program
- several SCOs have become redundant or absorbed into other sections

Teachers will continue to use the current grade 9 curriculum guide and resources but are now directed to SCOs, identified by a pilot team, as being most relevant to the interdependence theme and most manageable for the time remaining until new curriculum and resources become available. The overall organizing themes/units are as follows:

- **Interdependence** (overall theme)
- Physical Environment
- People and Culture
- Economics and Trade
- Challenges and Opportunities
- Visions of the Future

Conclusion: The interim plan has been created to assist teachers in delivering the grade 9 social studies program in PEI for a bridge period that will see the development of a new grade 9 curriculum and resource. This period is considered to be a “transition” period that will advance us from a program that is in need of renewal to a preview of new curriculum to come. New curriculum outcomes, currently under development through CAMET, will continue to focus on the concept of “interdependence” within Atlantic Canada and the global community. This transition period can be viewed as a stepping stone toward the new curriculum.

“Evolving Identity” Booklet Support Resource for Gr 9 Interdependence Program

What is it?

The *Evolving Identity* booklet is a supplementary resource that was originally created for the new grade 8 “Canadian Identity” social studies program (implemented in 2006). In PEI, a decision was made to shift this section into the grade 9 program where it seemed to be a better fit with the theme of “Interdependence”. While the *Evolving Identity* section takes a pan-Canadian perspective and does not delineate the Atlantic Canadian perspective within that view, it is expected that teachers and students in grade 9 will use this section with Atlantic Canadians in mind **within** the broader context of Canada and the global community. It comprises three outcomes dealing with contemporary “challenges and opportunities” both as Canadians and as global citizens. The three areas that are the focus of this section include A Changing Economy, Changing Political Relationships, and A Changing Society. The outcomes for this section are as follows:

Students will be expected to:

5.1 identify and analyze the economic challenges and opportunities that may affect Canada’s future

Canada currently faces many economic challenges and will continue to do so in the future. One factor that will create both challenge and opportunity is the shift in demographics, or the “greying” of the Canadian population. Climate change and resource depletion may create new challenges and possible opportunities related to sustainability in the energy, mining, farming, fishing, and forestry sectors. Sustainability of another nature will also be paramount in how Canada faces the future. Interdependent economic relationships, especially with the United States, may determine whether the future holds more challenges than opportunities.

5.2 analyze the political challenges and opportunities that may affect Canada’s future

This outcome speaks to the multiple political issues that Canada faces within its own borders and how it deals with these issues on a global stage. Aboriginal autonomy and self-government, federalist views versus separatist views, and regional differences within a vast nation, are some of the issues that are not likely to disappear in Canada’s near political future. How Canadians face these challenges and strive to create new opportunities is the focus of this outcome.

5.3 analyse the social and cultural challenges and opportunities that may affect Canada’s future

Globalization of culture and changes in society create many new challenges and often new opportunities. This outcome has students looking at the ethnic and cultural aspect of change in a mosaic society and how the future may look from this point of view. Will there be more opportunities for balancing cultural identity with Canadian identity, or will there be greater challenges as society continues to feel the effects of globalization? Students will be asked to articulate their preferred vision of the Canada in which they will live in the future, and how they may contribute to achievement of that vision.

How will it be integrated?

The “Evolving Identity” section of the grade 9 curriculum will be integrated as a unit called “Challenges and Opportunities”. During this unit, there will be many opportunities to focus on current events, situations, and issues that relate to the topics of economics, political relationships, and society both as Canadians and as global citizens. Teachers are reminded to help students analyze these issues with the concept of “interdependence” in mind.


Grade 9 - Interdependence and Atlantic Canada in the Global Community

Suggested SCO Pathway

Key Outcome

Students will be expected to:

5.4 demonstrate an understanding of the impact of interdependence on the future of Atlantic Canada

Week	Unit/Theme	SCOs	
1 Sept	Interdependence <i>Global Classroom Initiative</i> module 	1.1	
2		3.6	
3		5.1	
4		5.2	
5 Oct		5.3	
6			
7			
8			
9 Nov			
10			
11			
12			
13			
14 Dec	Physical Environment Rand-McNally <i>Atlas of Canada and the World</i> <i>Atlantic Canada in the Global Community</i>	1.2 1.2.1 1.2.2 1.2.12 1.2.13 1.2.14 1.2.15	
15			
16	Week prior to holidays		
17 Jan	People and Culture <i>Atlantic Canada in the Global Community</i> Ch. 5 pg 65-79 Ch 8 pg 108-122 Ch. 6 pg 80-92	2.3 2.3.1 2.3.12	
18		2.6 2.6.1 2.6.2	
19		2.6.3 2.6.4 2.6.6 2.6.7	
20		2.7 2.7.1	
21 Feb		2.7.2 2.7.6 2.7.7	
22		2.7.9 2.7.12	
23		Economics and Trade <i>Atlantic Canada in the Global Community</i> Ch 10, pg 140-152 Ch 11, pg 156-178	3.4 3.4.1 3.4.2
24			3.4.3 3.4.4 3.4.5
25 Mar	3.4.6 3.4.7 3.4.9		

26	Week beginning March Break	
27	<i>Atlantic Canada in the Global Community</i> Ch 12 pg 179-194 Ch 15 pg 226-237 Ch 13 pg 190-212	4.3 4.3.4 4.3.6 4.3.7
28 Apr		
29	Challenges and Opportunities (Integrate current events and issues into classroom learning with this unit.) <i>Evolving Identity</i> "A Changing Economy", Ch 16 "Changing Political Relationships" Chap 17 "A Changing Society", Ch. 18	5.1*
30		
31		
32 May		5.2*
33		5.3*
34		
35	Visions of the Future Culminating project - students will create a product of their choice to express their personal understanding of how interdependence may impact their future within the next decades. (See student product options in elaboration, Outcome and Resource Reference) <i>Atlantic Canada in the Global Community</i> Ch 18 pg 270-285	5.4
36 June		
37		
38		
39		
40	Year-end!	

*adopted from Gr 8 Canadian Identity program

Grade 9 Interdependence - Atlantic Canada in the Global Community
Interim Instructional Plan for 2007-2008

Outcome and Resource Reference Guide

Outcome	Suggested Resource
Interdependence	
<i>Students will be expected to:</i>	
5.4 Demonstrate an understanding of the impact of interdependence on the future of Atlantic Canada	
1.1 identify and locate the Atlantic region in the Canadian, North American, and global contexts	<i>Global Classroom Initiative Module</i> <i>Section 1 - Examining Our World Views</i> <i>Rand McNally Atlas of Canada and the World</i>
3.6 identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities	<i>Global Classroom Initiative Module</i> <i>Section 1 - Examining Our World Views</i> <i>Section 2 - Impacts of the Global Community</i> <i>Rand McNally Atlas of Canada and the World</i>
5.1 explore his/her concept of world view and explain the factors that influence and are influenced by it	<i>Global Classroom Initiative Module</i> <i>Section 1 - Examining Our World Views</i> <i>Rand McNally Atlas of Canada and the World</i>
5.2 examine and analyze how Atlantic Canadians are members of the global communities through different interconnected systems	<i>Global Classroom Initiative Module</i> <i>Section 1 - Examining Our World Views</i> <i>Section 2 - Impacts of the Global Community</i> <i>Rand McNally Atlas of Canada and the World</i>
5.3 assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community	<i>Global Classroom Initiative Module</i> <i>Section 3 - Global Issues and Atlantic Canada</i> <i>Section 4 - Positive Actions for Global Issues</i> <i>Rand McNally Atlas of Canada and the World</i>
Physical Environment	
1.2 describe the area, size, and physical features of Atlantic Canada	<i>Rand-McNally Atlas of Canada and the World</i> <u>Student Atlas</u> <i>Canada Physical Map - pg 36-37</i> <i>Canada Political Map - pg 38-39</i> <i>Atlantic Canada Map - pg 52</i> <i>World Patterns of Economic Activity Map. Pg 20-21</i> <i>Canada - Population, Environments - pg 40</i> <i>Canada - Physical Landform Regions - pg 43</i> <i>Canada - Ecozones - pg 44</i> <i>Canada Provinces and Territories - pg 54-55</i>
1.2.1 rank the provinces of Atlantic Canada in order of size by visual observation, using a print/electronic map	<i>World Patterns of Economic Activity Map. Pg 20-21</i>
1.2.2 define the terms "scale" and "time zone"	<i>Canada - Population, Environments - pg 40</i>
1.2.12 identify landforms and water forms in Atlantic Canada that contribute to the aesthetic appeal and character of the region	<i>Canada - Physical Landform Regions - pg 43</i> <i>Canada - Ecozones - pg 44</i>
1.2.13 identify the boundaries in Atlantic Canada that are defined by physical features	<i>Canada Provinces and Territories - pg 54-55</i>
1.2.14 compare a physical map of the Atlantic region with a political map	<i>Rand-McNally Atlas of Canada and the World</i> <u>Teacher's Guide</u> (School Library)
1.2.15 suggest the effect Atlantic Canada's size and physical features have on the people who live in the region	<i>Activity 2 - Legend and Scale, pg 19</i> <i>Activity 21 - Atlantic Canada Physical / Political Maps, pg 57</i> <i>Atlantic Canada Outline Map, pg 119</i> <i>Canada Outline Map, pg 105</i> <i>North America Outline Map, pg 103</i> <i>World Outline Map, pg 101</i>
	 <i>Atlantic Canada in the Global Community</i> <u>Unit 1 - Physical Setting</u> <i>Chap 1 - Finding Your Way, pg 2-17</i> <i>Chap 2 - Our Natural Environment, pg 18-32</i> <i>Appendices 1-4 (Maps), pg 287-290</i>

People and Culture

<p>2.3 demonstrate an understanding of the local and global factors that have shaped the culture(s) of Atlantic Canada</p> <p>2.3.1 understand the effect of the environment (sea, climate, seasons, geography, resources) of Atlantic Canada in shaping its culture</p> <p>2.3.12 identify some of the forces that are shaping the culture of the region today</p>	<p><i>Atlantic Canada in the Global Community</i> <u>Unit 2 - Culture</u> Chap 5- What is Culture?, pg 65-79</p> <p><i>References to Ch 7 - Expressions of Culture should be included throughout this outcome</i></p>
<p>2.6 demonstrate an understanding of and an appreciation for the link between culture and occupations/lifestyles in Atlantic Canada</p> <p>2.6.1 understand the extent to which geography/location affects the traditional occupations of Atlantic Canadians</p> <p>2.6.2 determine the extent to which climate and seasons affect the occupations within a selected area of Atlantic Canada</p> <p>2.6.3 determine how traditional occupations are linked to physical location in Atlantic Canada</p> <p>2.6.4 determine the extent to which occupations affect lifestyles of people and their recreational and leisure activities</p> <p>2.6.7 determine the extent to which the modern workplace affects the culture of a particular area</p>	<p><i>Atlantic Canada in the Global Community</i> <u>Unit 2 - Culture</u> Chap 8 - Occupation and Lifestyle, pg 108-122</p> <p><i>References to Ch 7 - Expressions of Culture should be included throughout this outcome</i></p>
<p>2.7 demonstrate an understanding of the global forces that cause cultures to constantly change</p> <p>2.7.1 recognize that culture is constantly changing</p> <p>2.7.2 understand that the rate at which culture changes is different for different cultures and depends on many local and global factors</p> <p>2.7.6 determine the extent to which political and economic circumstances affect cultural change</p> <p>2.7.7 determine the extent to which media and popular culture affect cultural change</p> <p>2.7.9 assess the extent to which it is possible for a group to have cultural change while maintaining its cultural identity</p> <p>2.7.12 assess the degree to which there is a distinct Atlantic Canadian culture compared to other regions of Canada and the global community</p>	<p><i>Atlantic Canada in the Global Community</i> <u>Unit 2 - Culture</u> Chap 6 - Our Cultural Mosaic, pg 80-92</p> <p><i>References to Ch 7 - Expressions of Culture should be included throughout this outcome</i></p>

Economics and Trade

<p>3.4 examine and explain the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada</p> <p>3.4.1 distinguish between primary, secondary, tertiary, and quaternary sectors of the economy</p> <p>3.4.2 identify the primary industries that are most significant to his/her region of Atlantic Canada</p> <p>3.4.3 identify changes that have occurred to these industries in recent years</p> <p>3.4.4 determine the extent to which trends such as specialization and marketing emphasis are affecting primary industries</p> <p>3.4.5 determine the effect that environmental awareness and health consciousness are having on primary industries</p> <p>3.4.6 identify the secondary industries in his/her area of Atlantic Canada</p> <p>3.4.7 identify the changes and trends that are affecting secondary industries in Atlantic Canada</p> <p>3.4.9 assess the importance of the four sectors to the quality of life in his/her area, province, and the Atlantic region</p>	<p><i>Atlantic Canada in the Global Community</i> <u>Unit 3 - Economics</u> Chap 10 - Economics: Close to Home, pg 140-152 Chap 11 - The Atlantic Economy, pg 156-178</p>
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<p>4.3 demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada</p> <p>4.3.4 understand the traditional concept of the job and analyze how it has been affected by technology and workplace trends</p> <p>4.3.6 appreciate how technology impacts on the standard of living in his/her community/region and Atlantic Canada in general</p> <p>4.3.7 understand how technology in the workplace has affected migration, immigration, and emigration</p>	<p><i>Atlantic Canada in the Global Community</i> <u>Unit 3 - Economics</u> Chap 12 - Our Economic Outlook, pg 179-193 Chap 13 - Technology: Past to Present, pg 196-209 Chap 15 - Technology and Resources, pg 226-237</p>
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Challenges and Opportunities

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Outcome Elaboration:

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"Evolving Identity" booklet
Chap 16 - A Changing Economy

"Evolving Identity" booklet
Chap 17 - Changing Political Relationships

"Evolving Identity" booklet
Chap 18 - A Changing Society

Visions of the Future

5.4 demonstrate an understanding of the impact of interdependence on the future of Atlantic Canada

“Interdependence” culminating project

Students will create a product to demonstrate their personal understanding of “interdependence” and how it may impact their own futures over the next decades. The idea of the project should be introduced early in the course so that students can reflect upon ideas and expressions of their understandings as they proceed through the course.

The project may be formulated as a simple question such as, “How will my world look in twenty years?” Or, teachers may choose to structure the project by asking for specific criteria to be included such as environment, culture, economics, or other aspect of daily life.

Assessment and evaluation of the project should be based upon both process and product.

Students should be given several options for expressing their thoughts and reactions to the task. Suggestions may include letters, journals, essays, photo collages, posters, multimedia presentations, music (song writing or instrumental), debates, role-plays, tableaux, or any other teacher-approved selection.

Atlantic Canada in the Global Community

Unit 5 - Interdependence

Chap 18 - Our Global Connections, pg 270-285