

Peace River High School

Social Studies 9
Course Outline and Long
Range Plans
Semester 1 – 2011/12
Teacher: Mr D Lawrence

<p align="center">General Outcome 9.1 Issues for Canadians: Governance and Rights</p>	<p align="center">General Outcome 9.2 Issues for Canadians: Economic Systems in Canada and the United States</p>
<p>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.</p>	<p>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.</p>
<p align="center">Local and Current Affairs</p>	
<p>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.</p>	

General Expectations

Students are expected to abide by the following expectations:

- ❖ **Regular attendance** – To be successful in Social Studies 9, the student must be attending classes and completing the work associated with learning the concepts and skills of the course. The student is responsible for getting notes and doing the work that was assigned if they are absent/late. If the student knows that they will be away, please notify the teacher so the student can pick up their work so they do not fall behind.
- ❖ **Arrive on time** – It is expected that you are in your desk ready to start class when the bell goes. If you are unable to avoid being late, please enter the classroom with a minimum of disruption.
- ❖ **Be prepared** – Books, pencils, etc. are to be brought to class everyday. Handouts, quizzes, assignments, notes and exams are to be kept **in order** in a binder.
- ❖ **Work Habits** – It is expected that the student use their class time to the best of their abilities for the whole period every class. I expect everyone to be listening when I am providing instruction. Please raise your hand and ask questions at any time during the class. Respectful behaviour is a necessity to all members of the class and shall be reciprocated.
- ❖ **Homework/Exams** – Homework assignments are due at the beginning of each class. It is the student's responsibility to make up for any work missed during an absence. If an exam or quiz is missed due to an absence, the student will be allowed to write the exam on their own time only if a note from a parent/guardian or a medical note is provided.

Materials Needed

- 1 three ring binder 1 ½ - 2 inch
- 1 set of dividers
- 2 Pens
- 2 Pencils
- 1 duo tang

Course Outline

The following is the course outline listing the approximate time spent on each unit, the approximate time line.

September

Do Canada's political processes provide for the needs of Canadians?

Text: Chapter 1 – How effectively does Canada's federal political system govern Canada for all Canadian?

Critical Challenges:

- The branches of Canada's federal system
- Holding them to task
- The influence of the party, the media and lobby groups

October

Text:

Chapter 3 – How effectively does Canada's Charter of Rights and Freedoms protect you individual rights?

Chapter 4 – To what extent has Canada affirmed collective rights?

Chapter 2 – To what extent is the justice system fair and equitable for youth?

Critical Challenges:

- Balancing individual and collective rights
- Legal roles and responsibilities
- The intent of the Youth Criminal Justice Act

November

How can Canada best deal with immigration as a responsible global leader while ensuring that the best interests of the country are protected?

Text: Chapter 5 – How well do Canada's immigration laws and policies respond to immigration issues?

Critical Challenges:

- Behind Canada's immigration policies
- Securing provincial immigration needs
- Increasing immigration and the Aboriginal community

December

Organizing economies to benefit all citizens

Text:

Chapter 6 – To what extent do different economic systems affect quality of life?

Chapter 7 – What role should consumerism play in our economy?

Critical Challenges:

- Factors affecting the quality of life
- Consumerism and quality of life
- Consumerism to the Nth degree

January

Text: Chapter 8 – To what extent should consumerism play in our economy

Critical Challenges:

- Government intervention in the economy: How far should it go?

Rating the effectiveness of the Canadian and American economic systems

Resources:

- Critical Challenges (onlineguide.learnalberta.ca)
- Issues for Canadians (text)

Evaluation

Evaluation consists of three major components: Assignments and projects, quizzes and tests and exams.

Assignments, Essays and Projects:

Assignments will be given weekly and due on the assigned date. Within this category, a project may be assigned. Research will be given throughout the course. Students will be learning how to synthesize, analyze and evaluate information as well as identifying underlying values and assumptions of positions. Students will be writing position papers showing their ability to see multiple sides of issues and their ability to support, with evidence, one of those sides.

Quizzes and Unit Tests:

Quizzes will occur at the end of each chapter and may also occur during a chapter. Tests will occur after major topics or major issues have been completed. All tests will be announced beforehand. Not all quizzes will be.

Homework:

Besides a daily demonstration of a willingness to participate in class activities and exercises, the student who attends regularly and shows a consistent, conscientious effort towards the course material will do well here. Homework will be assigned on an almost daily basis with an expectation that it is completed for the next day.

Final Exam

The final exam will be based on the Provincial Achievement Test to be given in January and will make up 20% of the final mark.

Evaluation Breakdown:

Due to having only two general outcomes and three reporting periods, students will receive report strips on a regular basis as well as at the completion of each General Outcome. Parents and students will be able to see current marks every two weeks on the Peace High website. Information on this will follow.

Category	G.O. 9. 1	G.O 9. 2	Midterm	Final Exam
Assignments	70%	70%		
Tests and Quizzes	30%	30%		
Total for each Report	100%	100%		

Final Mark Percentage	35%	30%	10%	25%
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Reporting Periods

2010/11	
Report Card 1	October 20
Parent Teacher Interviews	October 28
Midterms	November 3, 4, 5 and 8
Parent Teacher Interviews	November 18
Report Card 2	December 7
Final Report Card	February 1
Provincial Achievement Test:: January	

To Social Studies 9 students and their parents/guardians,

Welcome to your first year at Peace High. Attached to this letter is a course outline for Social Studies 9. As you can see, it will be a full year. In order for you as students to be as successful as you can be, it is important that all of us, students, parents and teacher communicate throughout the semester.

Students will receive three major report cards. They will also receive report card strips throughout the semester to provide updates on their progress. However, sometimes further communication is necessary. Students will have access to their up-to-date marks on an almost daily basis. I will be available for help should the need arise. Parents can also feel free to contact me at the school should they have any questions or concerns throughout the semester. I can be contacted in

