

# **CANADA IN THE CONTEMPORARY WORLD**

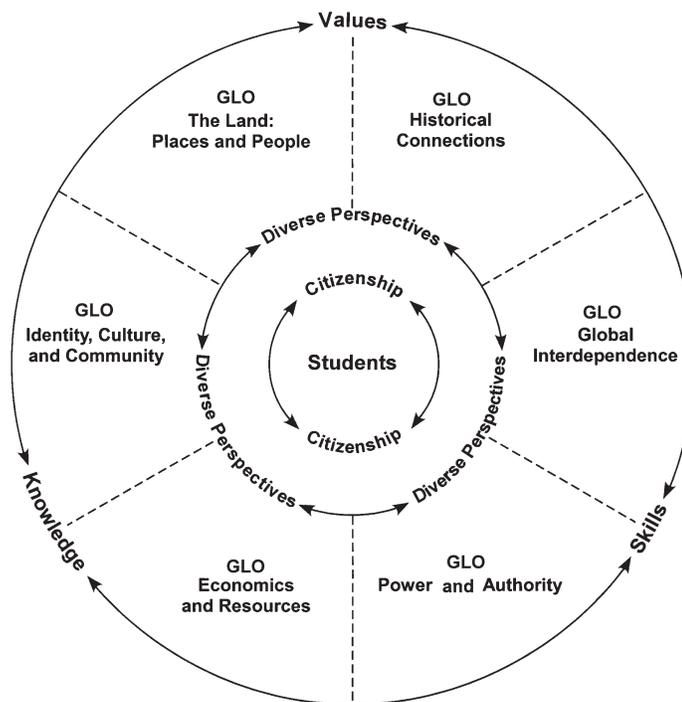
**GRADE**

**9**

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**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.

Important student values and attitudes that are developed in Grade 9 include a commitment to democratic values, a willingness to take appropriate and ethical social action, and an appreciation of cultural diversity. Focus skills include critical thinking, informed decision making, consensus building, and skills related to negotiation in the exercise of active and responsible citizenship.



**Cluster Descriptions**

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

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 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 peacekeeping initiatives, and the implications of being a consumer in a globally connected, industrialized society.

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

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 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 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.

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**Skills for Active Democratic Citizenship**


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Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

S-100	Collaborate with others to achieve group goals and responsibilities.	S-106	Propose options that are inclusive of diverse perspectives.
S-101	Use a variety of strategies in conflict resolution.	S-107	Make decisions that reflect social responsibility.
S-102	Make decisions that reflect fairness and equality in their interactions with others.		
S-103	Promote actions that reflect the principles of sustainable development.		
S-104	Seek consensus in collaborative problem solving.		
S-105	Recognize and take a stand against discriminatory practices and behaviours.		

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**Skills for Managing Information and Ideas**

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Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately.  
*Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks.

S-203 Construct maps using a variety of information sources and technologies.

*Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204 Select, use, and interpret various types of maps.

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**Critical and Creative Thinking Skills**


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Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

S-300	Plan topics, goals, and methods for inquiry and research.	S-306	Analyze prejudice, racism, stereotyping, and other forms of bias in the media and in other information sources.
S-301	Analyze the context of events, accounts, ideas, and interpretations.	S-307	Propose and defend innovative options or solutions to address issues and problems.
S-302	Draw conclusions and make decisions based on research and various types of evidence.	S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. <i>Include: student-gathered data.</i>
S-303	Reconsider personal assumptions based on new information and ideas.		
S-304	Analyze material and visual evidence during research. <i>Examples: artifacts, photographs, political cartoons, works of art...</i>		
S-305	Compare diverse perspectives and interpretations in the media and other information sources.		

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## Communication Skills

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Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

S-400	Listen to others to understand their perspectives.	S-405	Articulate their perspectives on issues.
S-401	Use language that is respectful of human diversity.	S-406	Debate differing points of view regarding an issue.
S-402	Express informed and reasoned opinions.		
S-403	Present information and ideas in a variety of formats appropriate for audience and purpose. <i>Examples: models, displays, multimedia presentations, editorials...</i>		
S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.		

**Core Concept: Citizenship**

*Students develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.*

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Students will...

KC-001	Give examples of human rights as defined in the United Nations Universal Declaration of Human Rights. <i>Include: basic, citizenship, and legal rights</i>	KC-010	Describe responsibilities and processes of the justice system in Manitoba. <i>Include: Aboriginal justice systems, Youth Criminal Justice Act.</i>
KC-002	Give examples of the effects of the Canadian Charter of Rights and Freedoms on individuals and groups.	KC-010A	Describe Aboriginal perspectives on justice and law. <i>Examples: Aboriginal justice systems, restorative justice, alternative sentencing, policing...</i>
KC-002F	Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities. <i>Include: effects on their local community.</i>	KC-011	Identify ways in which democratic ideals have shaped contemporary Canadian society. <i>Examples: rule of law, equality, diversity, freedom, citizen participation in government...</i>
KC-003	Describe the criteria for becoming a Canadian citizen.	KC-012	Assess the advantages and disadvantages of democratic processes in Canada. <i>Include: majority/minority issues.</i>
KC-004	Describe contributions of Canadians whose social and political actions have promoted human rights.	KC-013	Describe their responsibilities and rights as citizens of Canada and the world.
KC-005	Give examples of ways in which government affects their daily lives. <i>Examples: rights and freedoms, security, laws, education, health care, services...</i>	KC-013A	Describe their responsibilities and rights as Aboriginal citizens in Canada and the world.
KC-006	Describe Canadian parliamentary democracy. <i>Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.</i>	KC-013F	Describe their responsibilities and rights as francophone citizens of Canada and the world.
KC-007	Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.	KC-014	Describe current issues related to citizenship in Canada.
KC-008	Describe electoral processes and roles of political parties.	KC-015	Give examples of evolving challenges and opportunities in Canadian society as a result of the Charter of Rights and Freedoms.
KC-009	Identify contemporary political leaders in Canada. <i>Include: Aboriginal, federal, provincial, local.</i>	VC-001	Appreciate democratic ideals in Canadian society.
		VC-002	Value their democratic responsibilities and rights.
		VC-003	Be willing to engage in discussion and debate about citizenship.

### Identity, Culture, and Community

*Students explore concepts of identity, culture and community in relation to individuals, societies, and nations.*

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

KI-016	Describe factors that shape personal, regional, and national identities. <i>Include: media influences.</i>	KI-021	Describe ways in which identity, diversity, and culture are protected in Canada. <i>Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations...</i>
KI-017	Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.	KI-022	Analyze current issues surrounding Canadian culture and identity.
KI-018	Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. <i>Include: Aboriginal residential schools, language laws.</i>	KI-023	Identify possible ways of addressing social injustices in Canada.
KI-018A	Evaluate effects of residential schools on their own and other Aboriginal communities.	VI-004	Be willing to consider diverse social and cultural perspectives.
KI-018F	Evaluate effects of language and education laws on their francophone community.	VI-005	Appreciate Canadian cultural pluralism.
KI-019	Describe effects of stereotyping and discrimination on individuals, communities, and regions.	VI-005A	Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
KI-020	Evaluate the influence of mass media and pop culture on individuals, groups, and communities. <i>Include: decision making, perspectives, identity, culture.</i>	VI-005F	Be willing to support the vitality of their French language and francophone culture.
KI-020A	Evaluate the influence of mass media and pop culture on Aboriginal identities and cultures.		
KI-020F	Evaluate the influence of mass media and pop culture on francophone identities and cultures.		

**The Land: Places and People**

*Students explore the dynamic relationships of people with the land, places, and environments.*

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Students will...

KL-024	Identify on a map distinguishing elements of the physical and human geography of Canada. <i>Include: political boundaries, capital cities, population clusters, regions.</i>	VL-006	Respect traditional relationships that Aboriginal peoples of Canada have with the land.
KL-025	Identify on a world map countries in which events of global significance are taking place.	VL-007	Be willing to make personal choices to sustain the environment.
KL-026	Analyze current Canadian demographics and predict future trends.		
KL-027	Give examples of opportunities and challenges related to First Nations treaties and Aboriginal rights.		
KL-028	Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.		

## General and Specific Learning Outcomes

### Historical Connections

*Students explore how people, events, and ideas of the past shape the present and influence the future.*

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and to focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

KH-029	Describe factors affecting demographic patterns in Canada since the beginning of the 20th century. <i>Examples: immigration, birth rate, life expectancy, urbanization...</i>	VH-008	Appreciate the efforts of Canadians who have helped to promote human rights.
	<i>Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...</i>	VH-009	Value the contributions of diverse cultural and social groups to Canadian society.
KH-030	Describe social and cultural injustices in Canada's past. <i>Examples: status of women, Chinese head tax, wartime internments of ethnic groups as enemy aliens, Jewish immigration restrictions during World War II, Indian Act...</i>	VH-010	Appreciate that knowledge of the past helps to understand the present and prepare for the future.
KH-031	Identify significant events in the development of human rights in Canada.		
KH-032	Describe ways in which the status of women in Canada has changed since the early 20th century. <i>Include: Bill C-31 and the status of Aboriginal women, suffrage.</i>		
KH-033	Give examples of social and technological changes that continue to influence quality of life in Canada. <i>Examples: education, health care, social programs, communication, transportation...</i>		

## Global Interdependence

Students explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Students will...

KG-034	Give examples of Canada's connections with other nations. <i>Examples: trade, communication, environment, entertainment, sports...</i>	VG-011	Appreciate Remembrance Day as a commemoration of Canadian participation in world conflicts.
KG-035	Evaluate Canadian perspectives regarding current global issues.	VG-012	Be willing to consider local, national, and global interests in their decisions and actions.
KG-036	Give examples of decisions that reflect the responsibilities of global citizenship. <i>Include: personal and national decisions.</i>	VG-013	Value Canada's contributions to the global community. <i>Examples: humanitarian, artistic, scientific, environmental...</i>
KG-037	Compare media portrayals of current issues. <i>Include: local, national, international sources.</i>		
KG-038	Give examples of Canada's participation within international organizations. <i>Examples: United Nations, Commonwealth, la Francophonie, Olympics...</i>		
KG-039	Evaluate Canada's contributions to international aid and development. <i>Include: government and NGOs.</i>		
KG-040	Assess the implications of Canada's military role in contemporary conflicts.		
KG-041	Give examples of contributions of various Canadians to the global community. <i>Include: arts and science.</i>		
KG-042	Describe Canada's responsibilities and potential for leadership regarding current global issues. <i>Examples: refugees, international development, environmental stewardship, military defence...</i>		

## General and Specific Learning Outcomes

### Power and Authority

*Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.*

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Students will...

KP-043	Give examples of diverse approaches to conflict resolution.	VP-014	Value non-violent resolutions to conflict.
KP-044	Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.	VP-015	Be willing to exercise their responsibilities and rights as citizens living in a democracy. <i>Examples: citizen involvement in political processes, freedom of speech, freedom of association...</i>
KP-045	Describe factors related to Aboriginal self-determination in Canada. <i>Examples: Indian Act, treaties, land claims, natural resources, traditional forms of decision making...</i>	VP-016	Be sensitive to the impact of majority rule on minorities and marginalized groups.
KP-046	Give examples of ways in which people can individually and collectively influence Canada's political and social systems. <i>Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying...</i>		
KP-047	Identify opportunities and challenges regarding Canadian-American relationships. <i>Examples: protection of national sovereignty, trade, defence, environment...</i>		

## Economic and Resources

*Students will explore the distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.*

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Students will...

KE-048 Describe characteristics of Canada as an industrialized nation.

VE-017 Be willing to consider the impact of their consumer choices.

KE-049 Evaluate implications of living in a consumer-based economy.  
*Examples: social, political, environmental...*

VE-018 Be willing to consider ethical questions related to sharing wealth and resources.

KE-050 Give examples of the cultural, political, and economic impact of globalization on Canada.  
*Include: transnational corporations.*

KE-051 Analyze possible consequences of their consumer choices.

KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society.  
*Examples: homelessness, child poverty, health care, education, nutrition...*