

UNIT PLAN OVERVIEW:
Cluster 1: Diversity and Pluralism in Canada

GRADE 9 Social Studies Contemporary Canada
Created by Katie Jardine

Grade 9: Social Studies- Canada in the Contemporary World Unit/ Cluster 1: Diversity and Pluralism in Canada	Pedagogical Emphasis: The Social Domain of Who am I? <i>What is my story? I am Canadian, but where does my individual narrative fit within Canada?</i>	Main Project: Students will be tasked with creating a story answering the question Who am I? Students will be asked to consider how political, social media and the cultural makeup of Canada play a role in the shaping of their individual narrative/identity. Culminating Tasks: Biographical Journal Responses Current Event Collecting Table Groups Discussions
Unit Goals: 1. Develop an understanding of who they are individually as a citizen of Canada and be able to articulate it clearly through different domains. 2. Learn how political, social media, and cultural makeup play a role in the quality of life of Canadians and our views on citizenship. 3. Learn the importance of being engaged in the world through independent studies or group collaboration to develop personal perspectives on identity and citizenship.		
Template 4: Unit Instructional Plan / Lesson Sequence		
Unit: Diversity and Pluralism	Focus for learning: 1. Individual Narrative 2. The individual Citizen 3. Influence of political, cultural, and social media play a role in the development of individual identities and the construction of citizenship.	
Introduction: Introducing Contemporary Canada as a Collection of Narratives (Welcome to grade 9 Social Studies)		
Lesson 1 Oh the Places You Have Gone and Have yet to Go.		

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SLO's: KL-024, S-102, S-203, S-204,
Lesson 2 The World Wide... Social Media? Where do I fit in? SLO's: KH-016, KI-020, VI-004, S-304, S-400, S-401, S-402, S-403, KC-009
Lesson 3 Stereotype Me? But I am My Own Person. SLO's: VI-005, KI-016, KI-019, VH-009, KI-020, KI-022
Lesson 4 Diversity- A Collection of Unique Individuals. SLO's: VI-005, VH-009, VI-004
Lesson 5 The I in Citizenship. SLO's: VC-003, VI- 005, VH-009, VI-004
Lessons 6 Wait, What is my Story?
Lesson 7 The Individual Narratives within Our Nation (Collection of Current Events) & Work Time on Final Project (Note: Students will have personal work time and will share their collected current events with their table groups and discuss them- I did not feel this lesson required a lesson plan)
Lesson 8 Bonus Period (In case discussions run overtime or an extra class is needed)
Lesson 9 Submit/ Present Final Projects

Unit Curriculum and Assessment Plan	
Unit/Strand:	Focus for learning:

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<p>Cluster 1- Diversity and Pluralism</p> <p>(Canada- a nation built from individual and collective narratives.)</p> <p>Pedagogical Emphasis:</p> <p>What is my story? I am Canadian, but where does my individual narrative fit within Canada?</p>		<ol style="list-style-type: none"> 1. Individual Narrative 2. The individual Citizen 3. Influence political, cultural, and social media play in the development of individual identities and the construction of citizenship.
<p>Enduring understandings:</p> <p>Canada is a socially, geographically, and culturally diverse nation built from individual and collective narratives.</p>	<p>Essential Skills:</p> <ul style="list-style-type: none"> - Research - Organize and Record Information -Communicate - Collaborate -Critical and Creative Thinking (analyze, compare, evaluate) 	<p>Title/Description of Culminating Task</p> <p><i>Journal Responses-</i> These tasks are designed to keep students reflecting upon who they are as a human being relating to the any topics brought up in class. The biggest question will be what does this topic, event, or place mean to me? How does this content matter effect me?</p> <p><i>Collection of Current Events-</i> Students will individually and/or collectively collect current event that they find interesting and meaningful (often time relating to a specific topic) Some of these events will be taken up in class framed discovering the multiplicity of the stories at play. Whose story is this? Who is telling the story? What does this story mean to me? etc. As well the location point of where the story took place will also be marked on a class map as a method of learning human and physical geography.</p>
<p>Enabling and/or Other Assessment Tasks</p>		
<p>Learning Habits:</p> <p>-communication</p>	<p>Title: Introduction</p> <p><u>Diagnostic</u>/Formative <u>Write</u>/Do/<u>Say</u></p>	<p>Curriculum Outcomes/Content Standards:</p> <ul style="list-style-type: none"> - Appreciate Canadian cultural pluralism -Describe factors that shape personal, regional and national identities - Listen to others to understand their perspectives -Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions -Express informed and reasoned opinions <p>SLO's: VI-005, KI-016, S-400, S-404, S-402</p>

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<p>Learning Habits:</p> <ul style="list-style-type: none"> -Research -Communication -Engagement in the World -Analyze, Evaluate, Interpret and Compare Information/Sources -Collaboration 	<p>Title: Collection of Current Events, & Maps</p> <p>Diagnostic/<i>Formative</i> Write/<i>Do/Say</i></p>	<p>Curriculum Outcomes/Content Standards:</p> <ul style="list-style-type: none"> - Map Reading (human and physical geography) -Organize and Select Information (variety of source) -Analyze the context of events, accounts, ideas and interpretations -Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective -identify contemporary political leaders in Canada <p>SLO's: S-200, S-203, S-204, S-301, S-304, S-308, KC-009, KL-024,</p>
<p>Learning Habits:</p> <ul style="list-style-type: none"> -Communication (writing) -Organizing and Recording Information -Decision Making 	<p>Title: Journal Entries & Social Media Graphic Organizer Task</p> <p>Diagnostic/<i>Formative</i> Write/<i>Do/Say</i></p>	<p>Curriculum Outcomes/Content Standards:</p> <ul style="list-style-type: none"> - Appreciate Canadian cultural pluralism -Value their democratic responsibilities and rights - Use language that is respectful of human diversity - Express informed and reasoned opinions -Promote actions that reflect the principles of sustainable development <p>SLO's: VI-005, VC-002, S-401, S-402, S-103,</p>
<p>Learning Habits:</p> <ul style="list-style-type: none"> -Responding to Others -Communication -Engagement in the World -Analyze, Evaluate, Interpret and Compare Information -Collaboration 	<p>Title: Role Play, Discussions, Diversity Wall and Table Groups</p> <p><i>Diagnostic/Formative</i> Write/<i>Do/Say</i></p>	<p>Curriculum Outcomes/Content Standards:</p> <ul style="list-style-type: none"> - Listen to others to understand their perspective -Express informed and reasoned opinions -Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions. - Use language that is respectful of human diversity - Appreciate democratic ideals in Canadian society - Be willing to engage in discussion and debate about citizenship -Reconsider personal assumptions based on new information and ideas - Compare diverse perspectives and interpretations in the media and other information sources - Make decisions that reflect social responsibility -Make decisions that reflect fairness and equality in their interactions with others

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		<ul style="list-style-type: none">-Recognize and take a stand against discriminatory practices and behaviours-Describe factors that shape personal, regional, and national identities- Describe effects of stereotyping and discrimination on individuals, communities, and regions-Value the contributions of diverse cultural and social groups to Canadian society-Evaluate the influence of mass media and pop culture on individuals, groups, and communities- Be willing to consider diverse social and cultural perspective- Analyze current issues surrounding Canadian culture and identity <p>SLO's: S-400, S-401, S-402, S-404, VC-001, VC-003, S-303, S-305, S-107, S-102, S-105, KI-016, KI-019, VH-009, KI-020, VI-004, KI-002,</p>
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<p>Learning Habits:</p> <ul style="list-style-type: none"> -communication -Analyze, Evaluate, Interpret, and Compare Information -Organize and Record Information -Engage in the World 	<p>Title: Wait, Who am I? The Identity Project.</p> <p><u><i>Diagnostic/ Formative</i></u></p> <p><u><i>Write/ Do/ Say</i></u></p>	<p>Curriculum Outcomes/Content Standards:</p> <ul style="list-style-type: none"> -Use language that is respectful of human diversity - Present information and ideas in a variety of formats, appropriate for audience and purpose. (ex. models, displays, multimedia presentations, editorials....) - Appreciate democratic ideals in Canadian society -Value their democratic responsibilities and rights - Appreciate Canadian culture and pluralism -Analyze material and visual evidence during research -select and use appropriate tools and technologies to accomplish tasks - Make decisions that reflect social responsibility -Describe factors that shape personal, regional, and national identities -Value the contributions of diverse cultural and social groups to Canadian society -Evaluate the influence of mass media and pop culture on individuals, groups and communities <p>SLO's: S-401, S-403, VC-001, VC-002, VI-005, S-304, S-202, S-102, KI-016, VH-009, KI-020</p>
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Unit Culminating Assessment Task Plan	
Unit: Diversity and Pluralism	Assessment Task Title: Final Project: Wait, Who am I? The Identity Project.
Description of Task: Students will be tasked with creating a story answering the question Who am I? Students will be asked to consider how political, social media and the cultural makeup of Canada play a role in shaping their individual narratives. Students will be asked to imagine what they would say about who they are as a person living within Canada if their story was going to be distributed by social media or CBC. Students will be encouraged to think creatively when deciding on how to package their narrative. Some option may include- a movie, a written story, a news paper article, the creation of a scrap book or picture book with captions, a letter introducing yourself to the people of Canada, the possibilities are almost unlimited.	
Essential Skills: - Research - Organize and Record Information -Communicate - Collaborate -Critical and Creative Thinking (analyze, compare, evaluate)	Curriculum Outcomes/Content Standards: -Active Democratic Citizenship, Managing Information and Ideas, Critical and Creative Thinking Skills, Communication Skills, Core Concept Citizenship, Identity, Culture and Community, The Land: Places and People - SLO's: VI-005, KI-016, S-400, S-404, S-401, S-402, S-404, VC-001, VC-003, S-303, S-305, S-107, S-102, S-105, KI-019, VH-009, KI-020, VI-004, KI-002, VI-005, VC-002, S-401, S-402, S-103, S-200, S-203, S-204, S-301, S-304, S-308, KC-009, KL-024, VI-005, KI-016, S-400, S-402

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Student Products and Processes		
<p>Assessment strategy:</p> <p>Identity Project</p> <p>Assessment tool:</p> <p>Rubric and Checklist</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> - organized and records information appropriately for the task, select and use appropriate tools and/or technology for the task -making connection and draw conclusions based on research, interpretations of media or other information sources, and class discussions. -communicate and articulate stories, viewpoints and ideas using respectful and cohesive language 	<p>Assessment strategy:</p> <p>Collection of Current Events, Maps & Discussions</p> <p>Assessment tool:</p> <p>Checklist, Notes, and Self Assessment</p> <p>Reflections</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> -making meaningful connections (through analyzing, comparing and evaluating), communicating clearly, participation, decision making, proposes opinions respectfully, identifying places and people 	<p>Assessment strategy:</p> <p>Journal Entry (ongoing) and Graphic Organizer</p> <p>Assessment tool:</p> <p>Checklists</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> - understanding of cause and effect relationships, communicate and articulate ideas using respectful and cohesive language
<p>Resources: See individual lesson plans.</p> <p>Accommodations/Modifications: Smaller tasks, scaffolding, other modifications as needed, opportunities to resubmit work or extend deadlines when appropriate.</p> <p>Cross-curricular integration: English</p>		