

## **Vision For The Year:**

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<b>Theme for the Year:</b>  <b><i>Literal Theme of Curriculum:</i></b> Canada in the Contemporary World  <b><i>Pedagogical Theme:</i></b> Canada - a nation built from individual and collective narratives.  <i>(Identity, Pluralism, Democracy, Citizenship)</i>	<b>Grade:</b> 9 Social Studies Canada in the Contemporary World.
<b>Rationale:</b> Use narratives to help develop a meaningful understanding for students regarding the complexities that exist in the discovery of identity, citizenship, and diversity that exists within Canada. <ul style="list-style-type: none"><li>- able to develop a greater meaning in an increasingly more complex world</li><li>- willing to view narratives from different perspectives</li><li>- ability to express view point/narratives respectfully</li><li>- displays empathy and emotional maturity when tackling the ambiguous topic related to forming an identity and/or community</li><li>-able to cope with the uncertainties of the world</li></ul> <b><i>POS- Overview (pp. 6-9)</i></b> <b><i>POS- Grade Overview and Clusters</i></b>	

## **Priority Goals:**

<b>Content Knowledge:</b>  <b><i>Cluster 1: Diversity and Pluralism in Canada</i></b> Students explore a wide range of physical and human factors to examine their influences on the development and creation of a diverse and pluralistic society. Students will to examine and synthesis and understanding of the roles demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the influence of the media and the contribution of people play in the creation of contemporary Canada.  <b><i>Cluster 2: Democracy and Governance in Canada</i></b> Students begin to develop an understanding of the connections that exist between government, law and a diverse range of people. Students examine the responsibilities and rights of citizens, justice system, the responsibilities and rights of citizens and the roles they play in democracy.  <b><i>Cluster 3: Canada in the Global Context</i></b>
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Students embark on a journey to understand national identity and the role it plays in a globalized world. Students evaluate and examine the roles media play in influencing national and global identities and events.

***Cluster 4: Canada Opportunities and Challenges***

Students engage in exploring the demographic factors that have changes Canada's modus operandi in relation to culture, diversity, identity and citizenship. Students will explore the challenges Canada has faced through examining key governmental documents, social injustices, technology, environment and emerging relations between people groups.

**POS- Overview pp 63**

**Personal & Social Values:**

- has empathy and respect for others
- is respectful of different view points
- allows others to speak and be heard
- is independent minded
- has tolerance and develops an appreciation for the unknown
- able to articulate opinions, thoughts, and ideas with integrity

**Individual and Collective Actions:**

- able to individually reflect in order to problem solve or vocalize opinions, or questions to allow for further exploration of the topic
- can plan strategically and thoughtfully to engage in efforts to solve or suggest solution to demanding problems
- able and willing to cooperate with others despite differences in opinions, viewpoint or other challenge that arise

**Critical Thinking & Creative Thinking:**

- make connections among concepts and ideas using a wide variety of academic, social, or cultural resources
- use reasoning to distinguish facts from opinions and interpretations
- identifying perspectives and bias
- able to consider the impacts or consequences of their own or others decision and/or actions
- able to analyze evidence to make informed decisions and judgements
- use their imagination to generate ideas and possibilities in order to provide different insights or approaches to problems or questions

***POS- Overview pp. 13 & 66***

**Active Democratic Citizenship:**

- work cooperatively with others to achieve goals and contribute to the community
- build interpersonal skills that enable cooperation, conflict resolution, inclusion, negotiation, collaborative decision making and acceptance of differences or disagreements

***POS- Overview pp. 64***

**Communication:**

- development of communication skills that allow for ideas to be expressed articulated clearly using a variety of methods and/or tools (media, paper, speeches etc.)
- development of literacy skills relating to oral, visual, print and media to exchange information

***POS- Overview pp. 67***

**Information Gathering and Reporting**

- can effectively collect information using individually initiated inquiry and research strategies
- can plan and conduct independent research using discipline- related skills (historical and geographic thinking)
- can effectively use media and other local sources of information

***POS- Overview pp. 50-53***

**Citizenship Values:**

- be open to engage in dialogue and critical thinking surrounding the complexities of citizenship
- appreciate and understand Canada as a democratic nation
- value their democratic responsibilities and rights as active participants in Canada and the World

***POS- Overview pp. 68***

**Shaping Classroom Climate- Ethos**

- respectful, safe learning environment
- come ready to respond to student not only as a teacher but as a human being with my own experiences when appropriate
- plenty of opportunities for student choice to allow for authentic discovery and exploration to occur
- emphasis on self and group directed learning- independent and group projects, peer and self assessment
- equal opportunities for all students to speak and be heard
- engage in conversation surrounding the complexities and uncertainty surrounding the social

realm

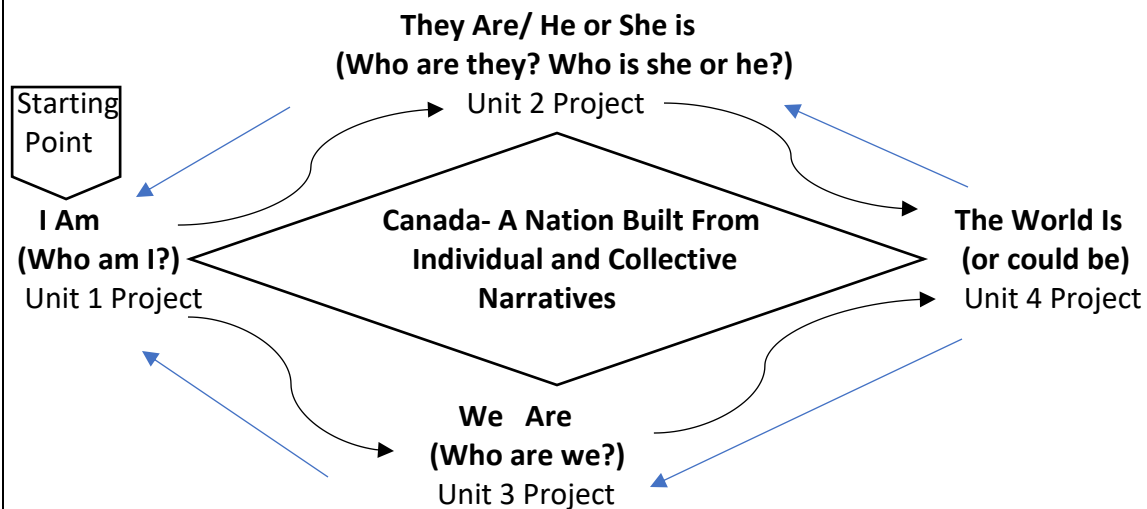
- allow for curiosity, wonder, awe and imagination to be in play when dealing with the many complexities that exist within the social world

### Curriculum Schema Diagram:



*POF- Overview pp. 53*

### Pedagogical Approach Overview:



*Note: Each project will have a general social domain to zone in on. However there will be some jumping around the domains to create real world connections and deeper meaning within each units project.*