

## Correlation Chart: Knowledge and Employability Social Studies Grade 9 Outcomes and Social Studies Grade 9 Outcomes

**This correlation chart is a suggested guideline only that attempts to align comparable outcomes from the Knowledge and Employability Social Studies Grades 8 and 9 Program of Studies 2007 and outcomes from the Social Studies Grade 9 Program of Studies 2007.**

**Note: A space has been left in the table where there is no comparable alignment between outcomes.**

Knowledge and Employability Social Studies Grade 9	Social Studies Grade 9
<b>9.1 Canada: Governance and Citizenship</b>	<b>9.1 Issues for Canadians: Governance and Rights</b>
<b>Values and Attitudes</b>	<b>Values and Attitudes</b>
<p><b>General Outcome</b></p> <p>Students will demonstrate an understanding and appreciation of the ways in which Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.</p>	<p><b>General Outcome</b></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><b>Specific Outcomes</b></p> <p><i>Students will:</i></p>	<p><b>Specific Outcomes</b></p> <p><i>Students will:</i></p>
<ul style="list-style-type: none"> <li>• appreciate the impact of the <i>Canadian Charter of Rights and Freedoms</i> on rights and governance in Canada (C, I, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the impact of the <i>Canadian Charter of Rights and Freedoms</i> on rights and governance in Canada (C, I, PADM)</li> </ul>
<ul style="list-style-type: none"> <li>• appreciate the various effects of government policies on citizenship and Canadian society (C, I, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)</li> </ul>
<ul style="list-style-type: none"> <li>• appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)</li> </ul>

Knowledge and Understanding	Knowledge and Understanding
<p><b>Specific Outcomes</b> <i>Students will:</i></p>	<p><b>Specific Outcomes</b> <i>Students will:</i></p>
<ul style="list-style-type: none"> <li>• explore the structure of Canada’s federal political system by examining the following questions and issues <ul style="list-style-type: none"> <li>– How are laws passed? (PADM)</li> <li>– What is the relationship among the executive, legislative and judicial branches of Canada’s federal political system? (PADM)</li> <li>– How are members of parliament (MPs) and senators selected and to whom are they accountable? (PADM)</li> <li>– What is the role of political parties within Canada’s federal political system? (C, PADM)</li> <li>– What is the role of the media in relation to political issues? (C, PADM)</li> <li>– How may citizens responsibly influence the political system; e.g., voting, writing letters, protesting, lobbying or pressure groups, joining political parties? (C, PADM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>– How are laws passed in the federal political system? (PADM)</li> <li>– What is the relationship between the executive, legislative and judicial branches of Canada’s federal political system? (PADM)</li> <li>– What processes are used to determine Members of Parliament (MPs) and Senators? (PADM)</li> <li>– To whom are Members of Parliament and Senators accountable? (PADM, C)</li> <li>– What is the role of political parties within Canada’s federal political system? (PADM, C)</li> <li>– What is the role of the media in relation to political issues? (PADM, C)</li> <li>– How do lobby groups impact government decision making? (PADM, C)</li> <li>– To what extent do political and legislative processes meet the needs of all Canadians? (PADM, C)</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• explore the roles that citizens and organizations play in Canada's justice system by examining the following questions and issues <ul style="list-style-type: none"> <li>– How do citizens and organizations participate in Canada's justice system; e.g., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society? (C, PADM)</li> <li>– What is the intention of the <i>Youth Criminal Justice Act</i>? (C, PADM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>– How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? (C, PADM)</li> <li>– What are citizens' legal roles and their responsibilities? (C, PADM)</li> <li>– What is the intention of the <i>Youth Criminal Justice Act</i>? (C, PADM)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• explore how the <i>Canadian Charter of Rights and Freedoms</i> affects individuals and groups in Canada by examining the following questions and issues <ul style="list-style-type: none"> <li>– How does the <i>Canadian Charter of Rights and Freedoms</i> support individuals in exercising their rights? (C, I, PADM)</li> <li>– What is the relationship between the rights guaranteed in the <i>Canadian Charter of Rights and Freedoms</i> and the responsibilities of Canadian citizens? (C, PADM)</li> <li>– In what ways does the <i>Canadian Charter of Rights and Freedoms</i> recognize the collective rights and needs of all Canadians, including Francophones and Aboriginal peoples? (I, PADM)</li> <li>– How does legislation, e.g., Treaty 6, Treaty 7, Treaty 8 and land claims, recognize status, identity, culture and the rights of First Nations, Métis and Inuit peoples? (I, LPP, CC, PADM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• assess, critically, the impact of the <i>Canadian Charter of Rights and Freedoms</i> on the legislative process in Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>– In what ways has the <i>Canadian Charter of Rights and Freedoms</i> fostered recognition of individual rights in Canada? (PADM, I)</li> <li>– How does the <i>Canadian Charter of Rights and Freedoms</i> support individuals in exercising their rights? (PADM, C, I)</li> <li>– In what ways has the <i>Canadian Charter of Rights and Freedoms</i> affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C)</li> <li>– What is the relationship between the rights guaranteed in the <i>Canadian Charter of Rights and Freedoms</i> and the responsibilities of Canadian citizens? (PADM, C)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>– In what ways has the <i>Canadian Charter of Rights and Freedoms</i> fostered recognition of collective rights in Canada? (PADM, I)</li> <li>– In what ways does the <i>Canadian Charter of Rights and Freedoms</i> meet the needs of Francophones in minority settings? (I, PADM)</li> <li>– To what extent does the <i>Canadian Charter of Rights and Freedoms</i> meet the needs of Francophones in Québec? (PADM, I, C)</li> <li>– To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C)</li> <li>– How does the <i>Indian Act</i> recognize the status and identity of Aboriginal peoples? (PADM, I, C)</li> <li>– How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (I, PADM, LPP)</li> <li>– How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (PADM, I, CC, LPP)</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• explore how legislative processes attempt to address emerging immigration issues by examining the following questions and issues <ul style="list-style-type: none"> <li>– What factors influence immigration policies in Canada? (C, ER, PADM)</li> <li>– What impact does immigration have on Aboriginal peoples and communities? (C, I, GC, PADM)</li> <li>– How are the immigration policies of Quebec an attempt to strengthen the French language in North America? (I, GC, PADM)</li> <li>– To what extent does Canada benefit from immigration? (GC, PADM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>– What factors influence immigration policies in Canada (i.e., economic, political, health, security)? (C, ER, PADM)</li> <li>– How are changes to Canadian policies on immigration and refugees a reflection of world issues? (PADM, GC, C, I)</li> <li>– What impact does increasing immigration have on Aboriginal peoples and communities? (C, I, GC, PADM)</li> <li>– How are provincial governments able to influence and implement immigration policies? (PADM, GC)</li> <li>– How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? (PADM, GC, C, I)</li> <li>– What is the relationship between immigration policies in Canada and the rights guaranteed in the <i>Canadian Charter of Rights and Freedoms</i>? (I, PADM)</li> <li>– To what extent does Canada benefit from immigration? (GC, PADM)</li> </ul> </li> </ul>
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9.2 Canada and the United States: An Economic Relationship	9.2 Issues for Canadians: Economic Systems in Canada and the United States
<b>Values and Attitudes</b>	<b>Values and Attitudes</b>
<p><b>General Outcome</b></p> <p>Students will demonstrate an understanding and appreciation of the ways in which economic decision making in Canada and the United States impacts quality of life, citizenship and identity.</p>	<p><b>General Outcome</b></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><b>Specific Outcomes</b></p> <p><i>Students will:</i></p>	<p><b>Specific Outcomes</b></p> <p><i>Students will:</i></p>
<ul style="list-style-type: none"> <li>• appreciate the values underlying economic decision making in Canada and the United States (C, ER)</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the values underlying economic decision making in Canada and the United States (C, ER)</li> </ul>
<ul style="list-style-type: none"> <li>• appreciate the relationship between consumerism and quality of life (C, CC)</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the relationship between consumerism and quality of life (C, CC)</li> </ul>
<ul style="list-style-type: none"> <li>• appreciate the impact of government decision making on quality of life (C, CC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the impact of government decision making on quality of life (C, CC, PADM)</li> </ul>
<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>
<p><b>Specific Outcomes</b></p> <p><i>Students will:</i></p>	<p><b>Specific Outcomes</b></p> <p><i>Students will:</i></p>
<ul style="list-style-type: none"> <li>• explore the principles and practices of market and mixed economies by examining the following questions and issues <ul style="list-style-type: none"> <li>– What are the key similarities and differences between market and mixed economies? (ER, PADM)</li> <li>– Why is Canada viewed as having a mixed economy? (ER, PADM)</li> <li>– What are labour unions and how have they impacted market and mixed economies? (ER)</li> <li>– What are examples of government intervention in the economy to ensure quality of life for individuals in Canada; e.g., social programs, subsidies? (ER, PADM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>– What are the principles of a market economy? (ER)</li> <li>– Why do governments intervene in a market economy? (ER, PADM)</li> <li>– Why is Canada viewed as having a mixed economy? (ER, PADM)</li> <li>– What is the role of the consumer in market and mixed economies? (ER)</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- What are some similarities and differences in the way governments in Canada and the United States intervene in the economy? (ER, GC, PADM)</li> </ul>	<ul style="list-style-type: none"> <li>- To what extent do consumer actions reflect individual and collective identity? (ER, I)</li> <li>- How has the emergence of labour unions impacted market and mixed economies? (ER)</li> <li>- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC)</li> <li>- How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? (ER, PADM, GC)</li> </ul>
<ul style="list-style-type: none"> <li>• explore the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues <ul style="list-style-type: none"> <li>- What are indicators of quality of life? (ER, PADM)</li> <li>- What is consumerism? (ER)</li> <li>- How does individual consumer behaviour impact quality of life; e.g., environmental issues? (ER, PADM)</li> <li>- What is the effect of advertising and mass media on consumerism? (ER)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>- What are the indicators of quality of life? (PADM, ER)</li> <li>- How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER)</li> <li>- How does marketing impact consumerism? (ER)</li> <li>- How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)</li> <li>- How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C)</li> <li>- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? (PADM, ER, GC, I)</li> <li>- What societal values underlie social programs in Canada and the United States? (PADM, ER, GC, I)</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• explore the interrelationship between political decisions and economic systems by examining the following questions and issues <ul style="list-style-type: none"> <li>– How are the values of a political party reflected in its platform; e.g., social programs? (C, ER, PADM)</li> <li>– How do the views of Canadian political parties differ? (E, PADM)</li> <li>– What are the purposes of taxation? (ER)</li> <li>– How do government decisions on environmental issues impact quality of life; e.g., use of natural resources? (ER, PADM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>– How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)? (ER, PADM)</li> <li>– How is a political party’s philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (ER, PADM)</li> <li>– How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C)</li> <li>– How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (PADM, ER)</li> </ul> </li> </ul>
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