



**Grade 9 Social Studies
Course Outline**
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Dear Students, Parent and/or Guardians,

Introduction:

The goal of the Grade 9 Social Studies Curriculum is to encourage students to examine issues, respond critically, creatively and make informed decisions as individuals and as citizens of Canada in this increasingly interdependent world.

Course Focus:

The Nova Scotia Department of Education sets the focus of the grade 9 social studies curriculum in the following areas:

- Physical Setting (Geography)
- Culture
- Economics
- Technology
- Interdependence

Expectations

Students are expected to:

- arrive to class on time
- arrive prepared to each class with a three ring binder with loose leaf, a pencil, a pen, an eraser and correction tape or liquid. Students will also need a duotang for a daily journal.
- respect themselves, the school community, and the learning environment
- complete all assessment on-time

Homework:

Homework is used to enhance student learning. Homework given will follow the new Nova Scotia Department of Education Homework policy.

Assessments:

Multiple assessment strategies will be used throughout the year all based on the curriculum outcomes set for grade 9 social studies. (see over) All assessment will be communicated regularly to students and parents by returning assignments to be signed by parents, online (<http://hrsbstaff.ednet.ns.ca/krisstach>) and report cards.

Parents Signature _____ Student Signature _____

Grade 9 Social Studies General Curriculum Outcomes

Citizenship, Power, and Governance	Individuals, Societies, and Economic	People, Place, and Environment	Culture and Diversity	Interdependence	Time, Continuity, and Change
GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance	GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.	GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment	GCO: Students will be expected to demonstrate and understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.	GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment locally, nationally, and globally and the implications for a sustainable future.	GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment locally, nationally, and globally and the implications for a sustainable future.

Grade 9 Social Studies Specific Curriculum Outcomes

Physical Setting	Culture	Economics	Technology	Interdependence
<p>1.1 identify and locate the Atlantic region in the Canadian, North American, and global contexts</p> <p>1.2 describe the area, size, and physical features of Atlantic Canada</p> <p>1.3 identify the basic weather and climatic patterns of Atlantic Canada</p> <p>1.4 Link human activity to the natural resources of the Atlantic region</p> <p>1.5 identify and trace population and settlement patterns affecting Atlantic Canadians from Aboriginal to early new-world migration to the present day</p>	<p>2.1 examine and develop a general concept of culture</p> <p>2.2 examine and describe contemporary culture in the Atlantic Canadian context and its connections to other global cultures</p> <p>2.3 demonstrate an understanding of the local and global factors that have shaped the culture(s) of Atlantic Canada</p> <p>2.4 demonstrate an understanding of the nature of the cultural, ethnic, and linguistic groups in Atlantic Canada</p> <p>2.5 demonstrate an understanding of the issues and events surrounding cross-cultural understanding at the local, regional, and global levels</p> <p>2.6 demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada</p> <p>2.7 demonstrate an understanding of the local and global forces that cause cultures to constantly change</p> <p>2.8 explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions</p>	<p>3.1 examine and explain the role that basic economic principles play in daily life</p> <p>3.2 demonstrate an understanding of the role of economics in Atlantic Canadian society</p> <p>3.3 evaluate the importance of economics in entrepreneurship</p> <p>3.4 examine and explain the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada</p> <p>3.5 analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians</p> <p>3.6 identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities.</p>	<p>4.1 develop a concept of technology and explain its regional and global applications</p> <p>4.2 examine and describe the historical application of technology in the Atlantic region</p> <p>4.3 demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada</p> <p>4.4 analyse how technology affects transportation and communications in the Atlantic region</p> <p>4.5 examine and describe the effects of technology on manufacturing in the Atlantic region</p> <p>4.6 analyse the effect of technology on resource industries in Atlantic Canada</p> <p>4.7 evaluate the effects of technology on recreation, home life, and community life</p>	<p>5.1 explore his/her concept of world view and explain the factors that influence and are influenced by it</p> <p>5.2 examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems</p> <p>5.3 access the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community</p> <p>5.4 demonstrate an understanding that the future well-being of Atlantic Canada involves co-operation with the national and global communities</p>