

CURRICULAR FIT

THE CIVIC MIRROR AND ALBERTA'S GRADE 9 SOCIAL STUDIES

STATEMENT OF FIT

The fit between the *Civic Mirror* education program, its accompanying learning modules, and Alberta's Social Studies 9 curriculum is outstanding! The overarching themes and learning opportunities that the *Civic Mirror* provides students with are virtually identical to the overall objectives the course's goals to teach students:

1. How citizenship, identity, and quality of life are affected by legislative and political processes in Canada, and
2. How different economic systems and policies positively and negatively affect a citizenry's quality of life.

LEGEND



Civic Mirror: Indicates that one or more aspects of the *Civic Mirror* program relates to the said learning outcome, only requiring teachers to help students make meaningful connections to the real world.



Reflection & Connection: Indicates that one or more aspects of the *Civic Mirror* closely relates to the said learning outcome, teachers could easily use the *Civic Mirror* as an experiential 'frame-of-reference' to help students make insightful connections between their simulated experience, the course material, and the real world.



CM Learning Modules: The *Civic Mirror* program also comes with [10+ learning modules](#) that cover entire units of curricular content while leveraging the students' experience with the simulation to make learning more relevant and meaningful. In the curriculum alignment chart below, click on the module icon to learn more about its contents. AB SS9 teachers could use these modules in place of a textbook for well over half of the course.

AREAS WITHOUT FIT

- 9.1.7. – Minority rights as outlined in Canadian legal documents other than *The Charter of Rights and Freedoms*
- 9.1.8. – Reasons for and consequences of immigration in Canada
- 9.S.3 – Geographic skill development (this learning outcome spans the entire SS curriculum, not specific to SS 9)

9.1 Issues for Canadians: Governance and Rights

General Outcome: *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.*

Specific Outcomes:



































VALUES AND ATTITUDES

Students will:

	Direct Hit	R&C Fit	Learning Module
9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada			
9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society			
9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada			

KNOWLEDGE AND UNDERSTANDING

Students will:

	Direct Hit	R&C Fit	Learning Module
9.1.4 examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:			
• How are laws passed in the federal political system?			
• What is the relationship between the executive, legislative and judicial branches of Canada's federal political system? (PADM)			
• What processes are used to determine Members of Parliament (MPs) and Senators?			
• To whom are Members of Parliament and Senators accountable?			
• What is the role of political parties within Canada's federal political system?			
• What is the role of the media in relation to political issues?			
• How do lobby groups impact government decision making?			
• To what extent do political and legislative processes meet the needs of all Canadians?			
9.1.5 analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:			
• 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)?			
• What are citizens' legal roles and their responsibilities?			
• What is the intention of the <i>Youth Criminal Justice Act</i> ?			
9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:			
• In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?			
• How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?			
• In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)?			
• What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?			
9.1.7 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"> • In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? 			
<ul style="list-style-type: none"> • In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? 			
<ul style="list-style-type: none"> • To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec? 			
<ul style="list-style-type: none"> • To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? 			
<ul style="list-style-type: none"> • How does the <i>Indian Act</i> recognize the status and identity of Aboriginal peoples? 			
<ul style="list-style-type: none"> • How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? 			
<ul style="list-style-type: none"> • How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? 			
9.1.8 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"> • What factors influence immigration policies in Canada (i.e., economic, political, health, security)? 			
<ul style="list-style-type: none"> • How are changes to Canadian policies on immigration and refugees a reflection of world issues? 			
<ul style="list-style-type: none"> • What impact does increasing immigration have on Aboriginal peoples and communities? 			
<ul style="list-style-type: none"> • How are provincial governments able to influence and implement immigration policies? 			
<ul style="list-style-type: none"> • How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? 			
<ul style="list-style-type: none"> • What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms? 			
<ul style="list-style-type: none"> • To what extent does Canada benefit from immigration? 			







9.2 Issues for Canadians: Economic Systems in Canada and the United States

General Outcome: *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.*

Specific Outcomes:





































VALUES AND ATTITUDES

Students will:

	<i>Direct Hit</i>	<i>R&C Fit</i>	<i>Learning Module</i>
9.2.1 appreciate the values underlying economic decision making in Canada and the United States			
9.2.2 appreciate the relationship between consumerism and quality of life			
9.2.3 appreciate the impact of government decision making on quality of life			

KNOWLEDGE AND UNDERSTANDING




















Students will:



	Direct Hit	R&C Fit	Learning Module
9.2.4 compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:			
• What are the principles of a market economy?			
• Why do governments intervene in a market economy?			
• Why is Canada viewed as having a mixed economy?			
• What is the role of the consumer in market and mixed economies?			
• To what extent do consumer actions reflect individual and collective identity?			
• How has the emergence of labour unions impacted market and mixed economies?			
• What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?			
• How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity?			
9.2.5 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:			
• What are the indicators of quality of life?			
• How does individual consumer behaviour impact quality of life (e.g., environmental issues)?			
• How does marketing impact consumerism?			
• How does consumerism provide opportunities for and limitations on impacting quality of life?			
• How is consumerism used as a power of a collective (e.g., boycotts)?			
• To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America?			
• What societal values underlie social programs in Canada and the United States?			
9.2.6 assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:			
• How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)?			
• How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)?			
• How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)?			
• How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)?			

SKILLS AND PROCESSES FOR GRADE 9

DIMENSIONS OF THINKING




Students will:

	<i>Direct Hit</i>	<i>R&C Fit</i>	<i>Learning Module</i>
9.S.1 develop skills of critical thinking and creative thinking:			
<ul style="list-style-type: none"> determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue 			
<ul style="list-style-type: none"> evaluate, critically, ideas, information and positions from multiple perspectives 			
<ul style="list-style-type: none"> demonstrate the ability to analyze current affairs from multiple perspectives 			
<ul style="list-style-type: none"> re-evaluate personal opinions to broaden understanding of a topic or an issue 			
<ul style="list-style-type: none"> generate creative ideas and strategies in individual and group activities <ul style="list-style-type: none"> access diverse viewpoints on particular topics by using appropriate technologies assemble and organize different viewpoints in order to assess their validity 			
9.S.2 develop skills of historical thinking:			
<ul style="list-style-type: none"> analyze selected issues and problems from the past, placing people and events in a context of time and place 			
<ul style="list-style-type: none"> distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations 			
<ul style="list-style-type: none"> use historical and community resources to organize the sequence of historical events 			
<ul style="list-style-type: none"> analyze the historical contexts of key events of a given time period <ul style="list-style-type: none"> create a simulation or a model by using technology that permits the making of inferences identify patterns in organized information 			
9.S.3 develop skills of geographic thinking:			
<ul style="list-style-type: none"> interpret thematic maps to analyze economic and political issues 			
<ul style="list-style-type: none"> use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps 			
<ul style="list-style-type: none"> construct diagrams, charts, graphs and tables to analyze geographic information 			
<ul style="list-style-type: none"> define geographic problems and issues and pose geographic questions <ul style="list-style-type: none"> access and operate multimedia applications and technologies from stand-alone and online sources (e.g., GIS) 			
9.S.4. demonstrate skills of decision making and problem solving:			
<ul style="list-style-type: none"> take appropriate action and initiative when required in decision-making and problem-solving scenarios 			
<ul style="list-style-type: none"> participate in and predict outcomes of problem-solving and decision-making scenarios 			
<ul style="list-style-type: none"> propose and apply strategies or options to solve problems and deal with issues 			

<ul style="list-style-type: none"> propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making <ul style="list-style-type: none"> articulate clearly a plan of action to use technology to solve a problem identify the appropriate materials and tools to use in order to accomplish a plan of action evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate 			
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SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

<i>Direct Hit</i>	<i>R&C Fit</i>	<i>Learning Module</i>
		
		
		













9.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
- demonstrate a positive attitude regarding the needs and perspectives of others
 - access, retrieve and share information from electronic sources, such as common files
 - use networks to brainstorm, plan and share ideas with group members

9.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.








RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

<i>Direct Hit</i>	<i>R&C Fit</i>	<i>Learning Module</i>
		
		
		
		
		
		
		
		
		

COMMUNICATION

Students will:

	<i>Direct Hit</i>	<i>R&C Fit</i>	<i>Learning Module</i>
9.S.8 demonstrate skills of oral, written and visual literacy:			
• communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration			
• use skills of informal debate to persuasively express differing viewpoints regarding an issue			
• elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions			
• make reasoned comments relating to the topic of discussion			
• listen to others to understand their perspectives			
9.S.9 develop skills of media literacy:			
• examine techniques used to enhance the authority and authenticity of media messages			
• examine the values, lifestyles and points of view represented in a media message			
• analyze the impact of television, Internet, radio and print media on a particular current affairs issues		