

# **Social Grade 9 K&E**

## **Module 7**

### **Consumerism & Environmentalism**

**Name:**

**Date Received:**

**Date in:**

**Mark:**







## Chapter 7

### 9.2 – Canada and the United States: An Economic Relationship

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Knowledge and Employability: Chapter 7 – 9.2 – Canada and the United States: An Economic Relationship</b>				
<b>Outcome</b>	<b>Assignment</b>		<b>Complete/Date</b>	
	<b>Read</b> 	<b>Do</b>	<b>Student</b>	<b>Teacher</b>
<ul style="list-style-type: none"> <li>Demonstrate understanding of vocabulary.</li> </ul>		<input type="checkbox"/> Split Page Vocabulary (p. 131)		
<ul style="list-style-type: none"> <li>What are indicators of quality of life? (Look back at K&amp;E Introduction – think about the collage you made.)</li> </ul>		<input type="checkbox"/> Go back to your Introduction – K&E Works pages. Read over the indicators and look back at your collage.		
<ul style="list-style-type: none"> <li>What is consumerism?</li> </ul>	<ul style="list-style-type: none"> <li>cartoon – K&amp;E Works pages (pp. 132–133)</li> </ul>	<input type="checkbox"/> Questions to Think About What do you think about when you buy something? How does consumerism affect your quality of life? (p. 132) <input type="checkbox"/> My Shopping List – paragraph (p. 134)		

**Knowledge and Employability: Chapter 7 – 9.2 – Canada and the United States: An Economic Relationship**

Outcome	Assignment		Complete/Date	
	Read 	Do	Student	Teacher
<ul style="list-style-type: none"> <li>What is the affect of advertising and mass media on consumerism?</li> </ul>	<ul style="list-style-type: none"> <li>marketing 'cool' to teens – K&amp;E Works (p. 127)</li> <li>Page 255</li> <li>Pages 258–260</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advertising (p. 135)</li> <li><input type="checkbox"/> Graphic Organizer: Advertising Techniques (p. 136)</li> <li><input type="checkbox"/> Check out "Don't Buy it" online (p. 136)</li> <li><input type="checkbox"/> Buying on a Budget (p. 137)</li> <li><input type="checkbox"/> The boycott (p. 137)</li> </ul>		
<ul style="list-style-type: none"> <li>How does individual consumer behaviour impact quality of life?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Graphic Organizer: How does consumerism impact quality of life? (p. 138)</li> </ul>		
<ul style="list-style-type: none"> <li>What did I learn?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 7 Project: How does marketing affect consumer behaviour and quality of life? (pp. 139–141)</li> </ul>		
<ul style="list-style-type: none"> <li>Occupational Skills</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> K&amp;E Works (pp. 142–143)</li> </ul>		



## Split Page Vocabulary

**What role should consumerism play in our economy?**

**Directions:**

Look up the definition for each term in the glossary at the back of your *Issues for Canadians* textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

Term	Definition	Example/Picture
Consumerism Page 238		
Boycott Page 257		
GDP Page 261		



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Questions to Think About

What do you think about when you buy something? What influences your decision to spend your money on a product? Look at the bullets on page 243 of your *Issues for Canadians* textbook to help you to think about your answer.



How does consumerism affect your quality of life?

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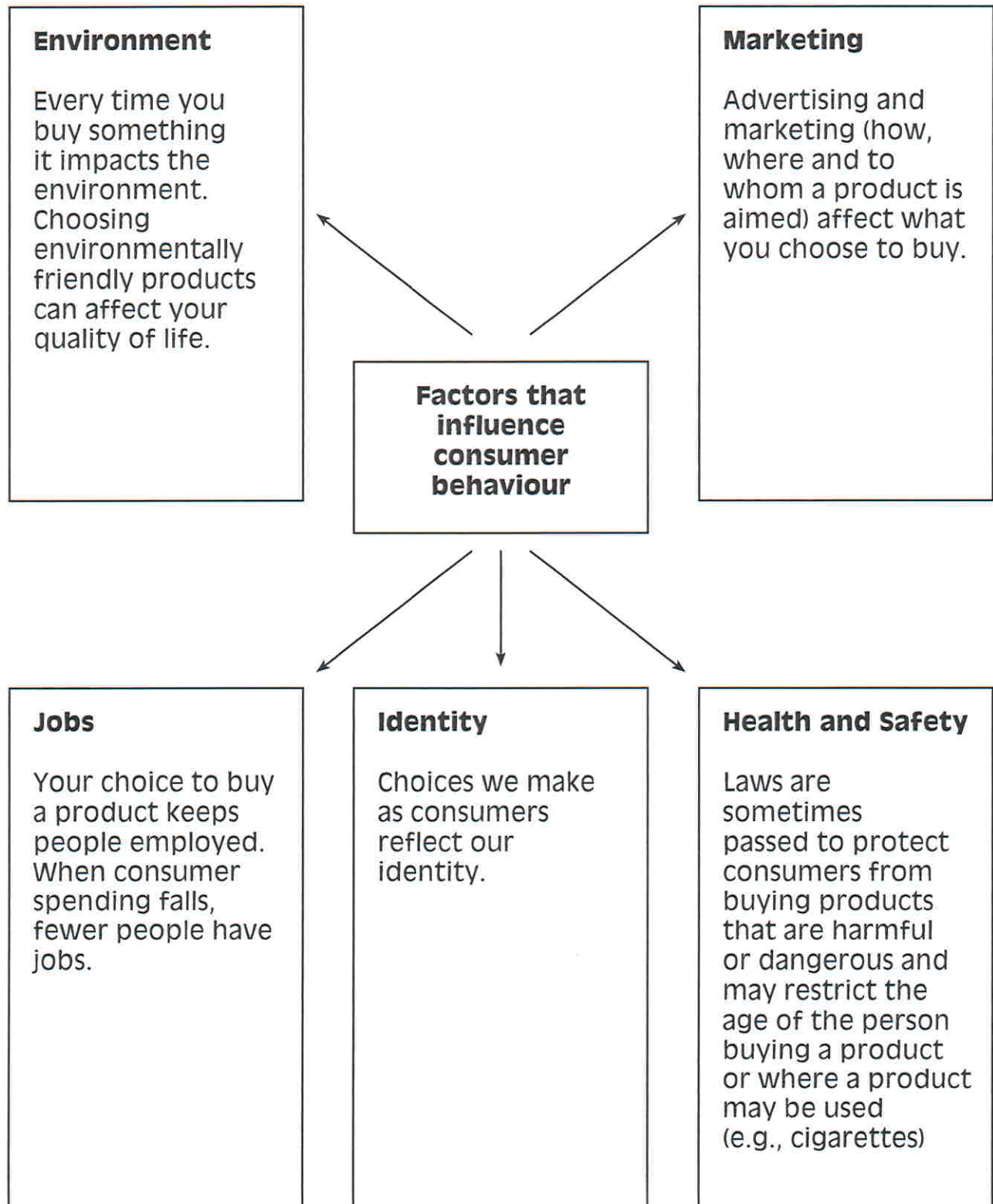
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## Factors That Influence Consumer Behaviour







Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My Shopping List**

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Write the last few items you bought on the shopping list. Answer each of the questions below.

- How did your identity influence your purchase?
- What did your purchase say about what is important to you?
- What did it say about the group you belong to?
- What role did cost and brand name play?
- Did any of your purchases change your quality of life?

Write your answers in paragraph form below.

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## Advertising

Read the article below. Use a highlighter to highlight the main ideas as you read.

### Marketing “cool” to teens

Corporations capitalize on the age-old insecurities and self-doubts of teens by making them believe that to be truly cool, you need their product.

According to *No Logo* author Naomi Klein, in the 1990s corporations discovered that the youth market was able and willing to pay top dollar in order to be “cool.” The corporations have been chasing the elusive cool factor ever since.

“The entertainment companies...look at the teen market as part of this massive empire they’re colonizing.”

(Robert McChesney, *The Merchants of Cool*, 2000)

Some companies hire “cool hunters” or “cultural spies” to infiltrate the world of teens and bring back the latest trends. Trying to stay ahead of the next trend can be a tricky business however, as cultural critic Douglas Rushkoff explains. “The minute a cool trend is discovered, repackaged, and sold to kids at the mall – it’s no longer cool. So the kids turn to something else, and the whole process starts all over again.”

© Media Awareness Network, Marketing “cool” to teens, Ottawa, Canada, 2007, <http://www.media-awareness.ca>, quoted with permission

1. Why are advertisers chasing the teen market?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Advertisers use many techniques to get teens to pay attention. Advertising is everywhere—television, games, movies, clothes, online, and more.

**Assignment:**

1. Fill in the chart below by explaining each technique. Use page 255 to help you.

<b>Advertising Techniques</b>	
Bandwagon Effect	Emotional Appeal
Glittering Generalities	Plain Folks Appeal
Testimonials	Scientific Appeal

2. Use magazines, newspapers, or online sources to find an example of the affect of each of the above techniques.
3. How does advertising and media affect consumerism?
4. Check out 'Don't Buy It' and try their online quizzes on media awareness.  
**<http://pbskids.org/dontbuyit/buyingsmart/>**



**Read the comic 'Buying on a Budget' on pages 258–260 of your textbook.**

1. How does John's behaviour change when he gets his own job?

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### **The boycott—your power as the consumer**

When a group of consumers decides not to buy a product, it is called a **boycott**.

Boycotts can be used to take action on issues that consumers want changed.

One example of a successful boycott was led by animal rights activists against the fur industry. Because of this boycott, fur coats became a very unpopular item for consumers to buy and demand decreased.

Many consumers are currently boycotting the use of plastic bags and are encouraging everyone to bring cloth bags when they go shopping. They believe it will improve our quality of life by protecting the environment.

Is there a product you think should be boycotted or an issue that you would like to bring attention to?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**How does consumerism impact quality of life?**

Think about what you have learned, both positive and negative, and record it below.

Positive

Negative



## Chapter 7: Project

1 of 2

**Topic:** How does marketing affect consumer behaviour and quality of life?

### Presentation:

You can choose to present your ideas as:

- a feature for a magazine or newspaper
- a concept page
- a poster
- a public service announcement for radio or TV

### To do:

1. Choose one product or brand.
2. Research:
  - What technique is used to sell the product?
  - How does this impact the behaviour of the consumer?
  - How does this product impact the consumer's quality of life?

### Organize your ideas:

Use the questions from page 264 from your textbook as your guide.

1. The product I have selected is \_\_\_\_\_ because

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2. The marketing techniques used by advertisers to sell the product are:

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Chapter 7: Project**

2 of 2

3. Some examples showing the relationship between advertising and the choices of the consumer about this product are:

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4. Consumer decision making about this product affects quality of life in these ways:

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5. As consumers, we can take action to improve our quality of life by:

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**Choose the format you will use to complete your presentation and get started.**



### Project Rubric

	<b>Excellent 4</b>	<b>Good 3</b>	<b>Adequate 2</b>	<b>Needs Work 1</b>
Research × 2	<ul style="list-style-type: none"> <li>Explanation/ research of your topic exceeds project expectations</li> </ul>	<ul style="list-style-type: none"> <li>Explanation/ research of your topic meets most project expectations</li> </ul>	<ul style="list-style-type: none"> <li>Explanation/ research of your topic meets some project expectations</li> </ul>	<ul style="list-style-type: none"> <li>Explanation/ research of your topic is limited and meets only one or no project expectations</li> </ul>
Facts	<ul style="list-style-type: none"> <li>Historical facts are accurate, detailed, elaborate</li> </ul>	<ul style="list-style-type: none"> <li>Historical facts are accurate and detailed</li> </ul>	<ul style="list-style-type: none"> <li>Historical facts are accurate</li> </ul>	<ul style="list-style-type: none"> <li>Historical facts are limited</li> </ul>
Visuals/Graphics	<ul style="list-style-type: none"> <li>Project uses visuals and design to promote an excellent understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>Project uses visuals and design to promote an understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>Project uses some visuals and/or design to promote a basic understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>Project uses few or no visuals and/or design to promote an understanding of the topic</li> </ul>
Worldview	<ul style="list-style-type: none"> <li>Your project promotes an excellent understanding of consumerism</li> </ul>	<ul style="list-style-type: none"> <li>Your project promotes a good understanding of consumerism</li> </ul>	<ul style="list-style-type: none"> <li>Your project promotes an adequate understanding of consumerism</li> </ul>	<ul style="list-style-type: none"> <li>You have not included the concept of consumerism in your project</li> </ul>
<b>Total</b>				
	<b>WOW</b>		<b>To think about</b>	



# K&E Works

Your pay stub: What does it look like?

## Statement of Earnings and Deductions

Name: Sammy Bushko

Company: ABC Toys

Pay rate: \$8.40 ID #: 12345

Pay period: July 7, 2008 – July 13, 2008

Earning	Rate	Hours	Current	YTD
Reg.	8.40	30	252.00	1512.00

### Employee Deductions:

Tax 12.50  
EI 8.25

### Employer Share:

25.75  
40.08

Net pay of \$231.25 will be deposited on August 1, 2008.



What does the vocabulary on your pay stub mean?

1. **hourly wage** - the amount you are paid for every hour you work
2. **minimum wage** - this the least amount of money you can be paid for an hour of work, it is determined by the government and it is the law
3. **income tax** - income tax is the amount of money paid to the government so they can provide programs and services
4. **CPP** - Canada Pension Plan (not deducted until the age of 18)
5. **deduction** - a deduction is an amount of money that is taken off of your cheque (examples - income tax, CPP)
6. **gross pay** - the total amount of money you earn before deductions
7. **net pay** - the amount of money you earn after deductions are taken off of your pay cheque
8. **employment insurance** - a deduction which you can collect if you lose your job for a certain period of time

# Your Pay Stub

## People make mistakes — check over your pay stub

- Have all your hours for the week been included (every day you work record your hours on a calendar at home)?
- Have they calculated your pay correctly (hours  $\times$  what you are paid per hour)?
- Subtract your deductions from your gross pay—is your net pay correct?

## Practise your skills

1. Shawn worked for 5 hours last week and for 3 hours this week. He gets paid 8.50 per hour. How much did he make in the last two weeks?
2. Alicia's gross pay was 285.00 for the week. Her deductions were 65.00. Her net pay was 205.00 and it was deposited into her account. Is Alicia being cheated or was there a mistake made?
3. Danny's net pay for the week was 112.00 and his deductions were 43.00. What was his gross pay?




## Chapter 8

### 9.2 – Canada and the United States: An Economic Relationship

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Knowledge and Employability: Chapter 8 – 9.2 – Canada and the United States: An Economic Relationship</b>			
<b>Outcome</b>	<b>Assignment</b>		<b>Complete/Date</b>
	<b>Read</b>	<b>Do</b>	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of vocabulary.</li> <li>• How are the values of a political party reflected in its platform?                             <ul style="list-style-type: none"> <li>– social programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Two Ways to Pay – page 272</li> <li>• Page 273</li> <li>• Page 274</li> <li>• Page 276</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Split Page Vocabulary (p. 147)</li> <li><input type="checkbox"/> Two Ways to Pay (p. 148)</li> <li><input type="checkbox"/> Graphic Organizer: Key Social Programs (p. 149)</li> <li><input type="checkbox"/> Canada Health Act – five principles (p. 150)</li> <li><input type="checkbox"/> Private Health Care Still Best, Canadian Health Care Needs Innovation (p. 150)</li> </ul>	
<ul style="list-style-type: none"> <li>• What are the purposes of taxation?</li> </ul>	<ul style="list-style-type: none"> <li>• Page 281</li> <li>• Page 283</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Government Programs (pp. 152–153)</li> </ul>	

**Knowledge and Employability: Chapter 8 – 9.2 – Canada and the United States: An Economic Relationship**

Outcome	Assignment		Complete/Date	
	Read 	Do	Student	Teacher
<ul style="list-style-type: none"> <li>How do Canadian political parties differ?</li> </ul>	<ul style="list-style-type: none"> <li>Page 287</li> <li>Pages 289–290</li> <li>Page 295</li> <li>How can you get involved?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Political Parties cloze activity – fill in the blanks (p. 154)</li> <li><input type="checkbox"/> Graphic Organizer – Canadian Political Parties – Where do you stand on the issues? (p. 155)</li> </ul>		
<ul style="list-style-type: none"> <li>What did I learn?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 8 Project: How important are social programs to quality of life in Canada? (pp. 156–157)</li> </ul>		
<ul style="list-style-type: none"> <li>Occupational Skills</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> K&amp;E Works (pp. 158–159)</li> </ul>		

**Split Page Vocabulary****To what extent should Canadians support social programs and taxation?****Directions:**

Look up the definition for each term in the glossary at the back of your *Issues for Canadians* textbook. Show that you understand what the term means by using an example or drawing a picture that describes the term.

<b>Term</b>	<b>Definition</b>	<b>Example/Picture</b>
Social programs Page 266		
Public health care Page 267		
Goods and Services Tax Page 281		
Income tax Page 281		
Sales tax Page 281		
Tax evasion Page 283		



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Two Ways to Pay

### Social Programs

Canada has shared values that shape our social programs. Social programs are services provided by the government, and paid for by our taxes. They are meant to keep services the same for all Canadians, no matter how much money they make, and to improve well-being for all.

A good of example of this is our health care system. You don't have to pay the doctor or hospital before they will take care of you. It isn't like that in all countries.

Social programs include health care, pensions for seniors, income assistance, education, affordable housing, child protection services, employment insurance, child care, and other government-supported programs.

In Canada, we provide social programs based on our government's economic philosophy and value the fact that we can use taxes to provide support to people.

Read the comic 'Two Ways to Pay' on page 272 of your *Issues for Canadians* textbook.

1. How do people pay for **public health care** in **Canada**?

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2. How do people pay for **private health care** in the **United States**?

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## Key Social Programs

Use page 273 of your *Issues for Canadians* textbook. In each box, sum up what is provided by the social program.

### Health Care

A large, empty speech bubble-shaped box with a drop shadow, intended for writing a summary of the Health Care program.

### Pensions for Seniors

A large, empty speech bubble-shaped box with a drop shadow, intended for writing a summary of Pensions for Seniors.

### Key Social Programs in Canada 2007



### Income Assistance

A large, empty speech bubble-shaped box with a drop shadow, intended for writing a summary of Income Assistance.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Canada Health Act

There are five principles that guide health care in Canada. Using page 274 of your *Issues for Canadians* textbook, write the five principles below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Read the articles, 'Private Health Care Still Best: President,' and 'Canadian Health Care Needs Innovation: Government,' on page 276 of your *Issues for Canadians* textbook.

6. In what ways are the views the same?

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7. In what ways are the views different?

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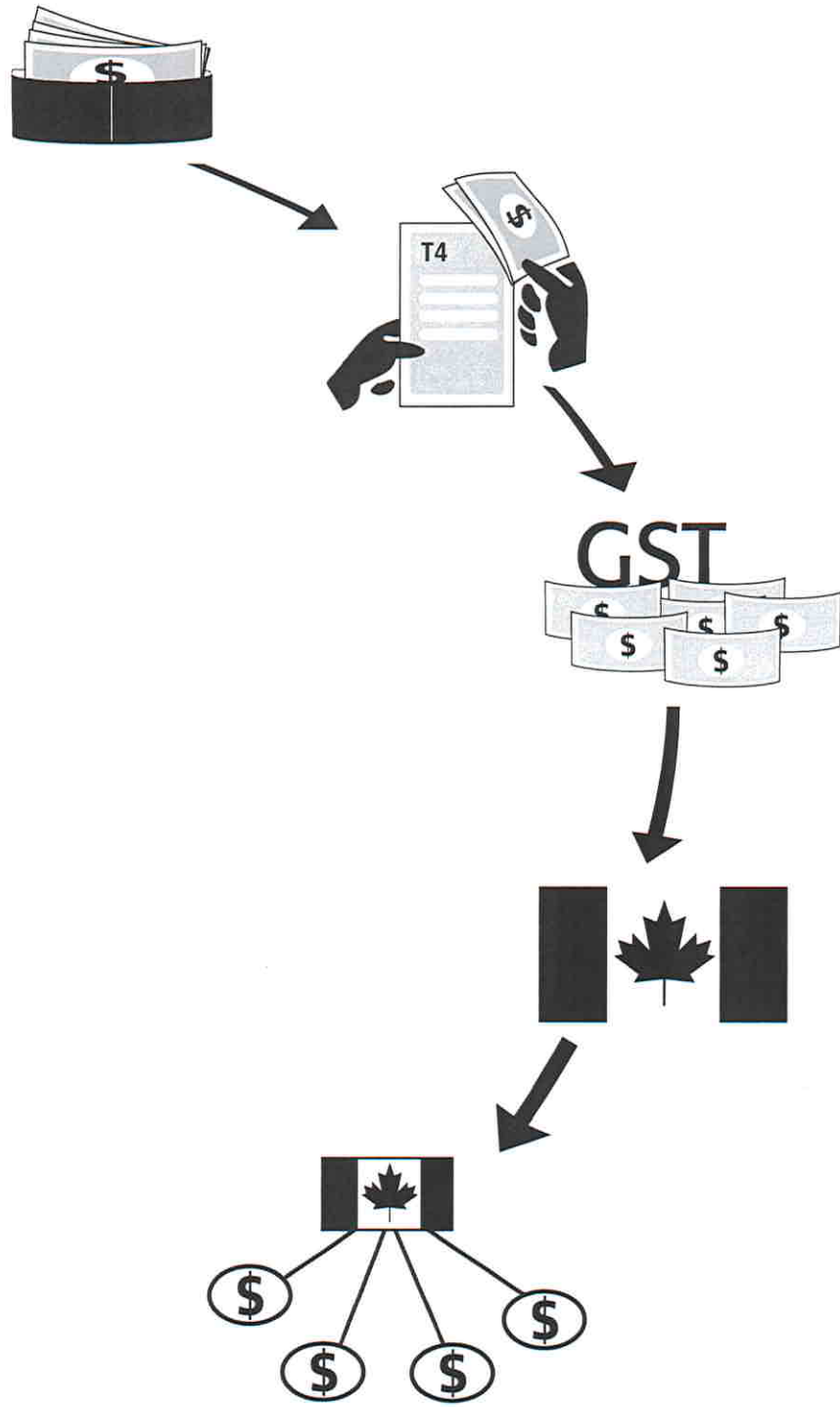
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# Taxation Model





Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Government Programs** 1 of 2

**Taxation**

1. Why does the government collect taxes? (page 281)

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2. What kinds of taxes do people in Canada pay? (page 281)

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3. Do students pay taxes? (page 281)

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Name: \_\_\_\_\_ Date: \_\_\_\_\_



**Government Programs**      2 of 2

4. What is tax evasion? (page 283)

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5. How does tax evasion affect the quality of life for everyone in Canada?

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6. What is the underground economy or black market? How does this impact all Canadians?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Political Parties

Each political party in Canada has a political platform that describes what it believes on many issues, including taxation and social programs. (page 287)

- A political platform describes the official \_\_\_\_\_ of a political party.
- Political parties create platforms to reflect the \_\_\_\_\_ of their members.
- Parties \_\_\_\_\_ or \_\_\_\_\_ issues as they become more or less important.

Think back to what you learned about mixed and market economies. The values of the political party form the economic policy it will create.



## Canadian Political Parties

Where do Canadian political parties stand on the issues? Using 'Issues in 2007' on pages 289–290 of your *Issues for Canadians* textbook, fill in the chart below.

<b>Policy Issue</b>	<b>Bloc Québécois</b>	<b>Conservative Party</b>	<b>Green Party</b>	<b>Liberal Party</b>	<b>NDP</b>
Health care					
Taxes					
Income assistance/ poverty					
Social programs					

Your voice matters! How can you get involved? Grade 9 students can join a political party and influence what policies are made and what leaders are chosen. Read 'Did You Know?' on page 295 of your *Issues for Canadians* textbook to find out more.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Chapter 8: Project

**Topic:** How important are social programs to quality of life in Canada?

**Format:**

Choose one of the formats below to present your ideas

- brochure
- video presentation
- poster

Research and organize your ideas. Make sure to include:

1. values that are important to Canadians
2. social programs that Canada currently has and why we should or should not continue to support them
3. why our taxes should or should not be used to support these programs
4. conclusion—How important are social programs to quality of life in Canada?

Use index cards to make rough notes on each of the points above.

Choose the format you are going to use. Look over the rubric on the next page and get started!








**Project Rubric**

	<b>Excellent 4</b>	<b>Good 3</b>	<b>Adequate 2</b>	<b>Needs Work 1</b>
Research × 2	values social programs taxes conclusion • Explanation/ research of your topic exceeds project expectations	values social programs taxes conclusion • Explanation/ research of your topic meets most project expectations	values social programs taxes conclusion • Explanation/ research of your topic meets some project expectations	values social programs taxes conclusion • Explanation/ research of your topic is limited and meets only one or no project expectation
Facts	• Facts are accurate, detailed, and elaborate	• Facts are accurate and detailed	• Facts are accurate	• Facts are limited
Visuals/Graphics	• Project uses visuals and design to promote an excellent understanding of the topic	• Project uses visuals and design to promote an understanding of the topic	• Project uses some visuals and/or design to promote a basic understanding of the topic	• Project uses few or no visuals and/or design to promote an understanding of the topic
How important are social programs to the quality of life in Canada?	• Your project promotes an excellent understanding of the question	• Your project promotes a good understanding of the question	• Your project promotes an adequate understanding of the question	• You have not included an answer to the question
<b>Total</b>				
	<b>Wow</b>			
	<b>To think about</b>			




# K&E Works

- 1. Be on time** 
  - In fact, be a few minutes early for work; it shows the employer that you are enthusiastic and you are ready to work
- 2. Be responsible** 
  - If you start something, finish it
  - If you are sick, call in as early as possible to let your employer know
  - Follow the company rules
- 3. Communicate clearly** 
  - Ask questions when you don't understand what to do
  - Be polite
  - Listen when someone is talking
- 4. Be a team player** 
  - More people lose their jobs because they can't get along with their co-workers than for any other reason
  - Try to get along with your co-workers
  - Work together to solve problems
  - Don't talk about your boss or other employees behind their backs
  - Listen
  - Ask for help if you need it
  - Don't complain
- 5. Customer service** 
  - Be polite
  - Don't get angry with rude customers
  - Pay attention to the customer
  - Treat customers the way you would like to be treated as a customer (with respect)

# Success at Work

Create your own word search using the vocabulary words below. If you have access to a computer, use <http://puzzlemaker.discoveryeducation.com/> to help you. When you are finished, switch with a friend.



responsible  
questions  
employee  
work

customer  
attention  
boss  
help

communicate  
problems  
team  
enthusiastic


polite  
early  
solve  
co-worker



## Chapter 9

### 9.2 – Canada and the United States: An Economic Relationship

Name: \_\_\_\_\_ Date: \_\_\_\_\_

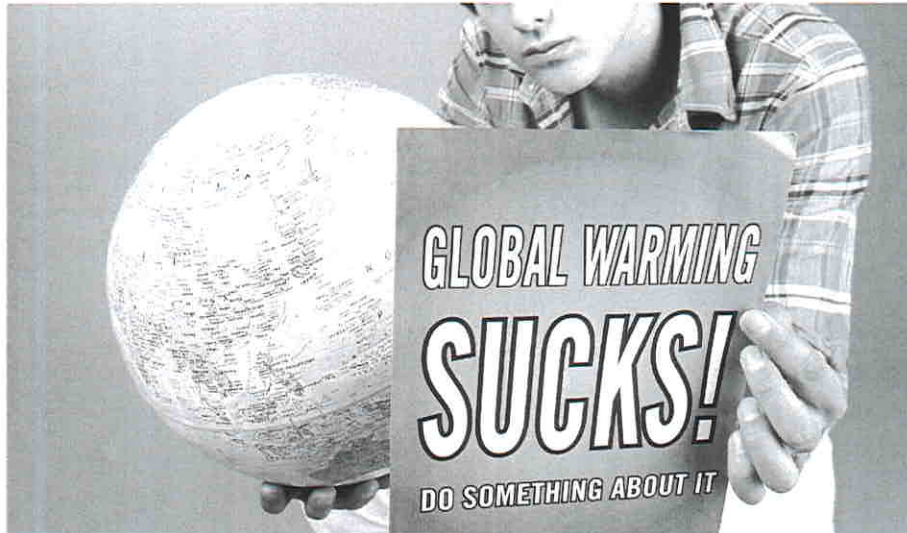
<b>Knowledge and Employability: Chapter 9 – 9.2 – Canada and the United States: An Economic Relationship</b>				
<b>Outcome</b>	<b>Assignment</b>		<b>Complete/Date</b>	
	<b>Read</b> 	<b>Do</b>	<b>Student</b>	<b>Teacher</b>
<ul style="list-style-type: none"> <li>• How do government decisions on environmental issues impact quality of life?</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Map Page 303</li> <li>• Page 308</li> <li>• Page 316</li> </ul>	<input type="checkbox"/> Environmental Issues Questions (pp. 163–164)		
<ul style="list-style-type: none"> <li>• What did I learn?</li> </ul>		<input type="checkbox"/> Chapter 9 Project: (pp. 165–169) <input type="checkbox"/> Essay (p. 166) or PowerPoint (p. 168)		





**How should governments in Canada respond to political and economic issues?** 1 of 2

**To Think About: How do government decisions on environmental issues impact quality of life?**



**Environmental Issues**

Environmental issues affect all Canadians. Issues can include destroying habitat for animals, toxins in the form of water or air pollution, climate change, and global warming.

These issues affect our individual and collective identities. Individuals and groups care about what happens to the environment, and also what impact these issues will have on their quality of life.

Review the mind map on page 303 of your *Issues for Canadians* textbook .



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**How should governments in Canada respond to political and economic issues?** 2 of 2

1. Which individuals and groups are concerned about environmental issues?

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2. How are governance, the rights of individuals and groups, and the economy connected to environmental issues? (page 304)

- Laws \_\_\_\_\_  
\_\_\_\_\_
- Aboriginal peoples \_\_\_\_\_  
\_\_\_\_\_
- Economics and natural resources \_\_\_\_\_  
\_\_\_\_\_
- Consumerism \_\_\_\_\_  
\_\_\_\_\_

3. What are your biggest concerns about the environment?

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4. What is climate change? (page 308)

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5. Describe the Kyoto Protocol. (page 316)

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## Chapter 9: Project

1 of 5

**Topic:** What impact do economic and political decisions about the oil sands have on climate change and quality of life?

**Format** (you have a choice):

- essay
- PowerPoint

**Gathering information:**

- use pages 323–326 in your *Issues for Canadians* textbook
- library sources
- newspaper sources
- Internet sources

**Organize your ideas:** Use the questions from page 264 as your guide.







Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Chapter 9: Project

2 of 5

1. **If you choose to do an essay:** What do I include in my essay?

### Paragraph 1

**Hook:** use an interesting fact or a statistic about your topic

**General Statement:** include a general idea

**Thesis Statement:** state your position—you must choose one position and stick to it!

Economic and political decisions about the oil sands have a negative impact on climate change and quality of life.

Or

Economic and political decisions about the oil sands have a positive impact on climate change and quality of life.

### Paragraph 2

Describe what is happening with the oil sands right now.

### Paragraph 3

Describe the consequences the oil sands could have on the environment.

### Paragraph 4

Provide evidence that proves your position. Try finding a current example from a news source. (or use your *Issues for Canadians* textbook)

### Paragraph 5

Restate your position from paragraph 1 and do not add any new evidence. This is your conclusion; just summarize your position.



**Chapter 9: Project**

**Essay Rubric**

	<b>Excellent 4</b>	<b>Good 3</b>	<b>Adequate 2</b>	<b>Needs Work 1</b>
Research	<ul style="list-style-type: none"> <li>Researches a variety of sources: text, workbook, library, internet</li> </ul>	<ul style="list-style-type: none"> <li>Researches three sources</li> </ul>	<ul style="list-style-type: none"> <li>Researches two sources</li> </ul>	<ul style="list-style-type: none"> <li>Researches one source</li> </ul>
Organization	<ul style="list-style-type: none"> <li>Includes thoughtful, interesting, easy-to-read ideas about the topic</li> <li>Includes a thoughtful interesting, easy-to-read introduction that includes a hook and a thesis statement</li> <li>Uses organized paragraphs supported by excellent details</li> <li>Includes a thoughtful and interesting conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Includes interesting, easy-to-read ideas about the topic</li> <li>Includes an interesting introduction that includes a hook and a thesis statement</li> <li>Uses organized paragraphs</li> <li>Includes an interesting conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Includes ideas about the topic</li> <li>Includes an introduction</li> <li>Uses paragraphs</li> <li>Includes a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Includes few ideas about the topic</li> <li>Introduction and/or conclusion are missing</li> <li>Limited or no paragraph organization</li> </ul>
Content	<ul style="list-style-type: none"> <li>Project promotes an excellent understanding of the topic</li> <li>Facts are accurate, detailed, elaborate</li> </ul>	<ul style="list-style-type: none"> <li>Project promotes a good understanding of the topic</li> <li>Facts are accurate, detailed</li> </ul>	<ul style="list-style-type: none"> <li>Project promotes an adequate understanding of the topic</li> <li>Some facts are present</li> </ul>	<ul style="list-style-type: none"> <li>Project shows limited understanding of the topic</li> <li>Facts are missing or inaccurate</li> </ul>
Total				
	<b>Wow</b>		<b>To think about</b>	



**Topic:** What impact do economic and political decisions about the oil sands have on climate change and quality of life?

**2. If you choose to do a PowerPoint:**

- Choose words and pictures that support your position.
- Choose a position and stick to it!

**Economic and political decisions about the oil sands have a negative impact on climate change and quality of life.**

Or

**Economic and political decisions about the oil sands have a positive impact on climate change and quality of life.**

- Describe what is happening with the oil sands right now.
- Describe the consequences the oil sands could have on the environment.
- Provide evidence that proves your position. Try finding a current example from a news source (or use your *Issues for Canadians* textbook).
- Summarize your position.





**Chapter 9: Project**

**PowerPoint Rubric**

	<b>Excellent 4</b>	<b>Good 3</b>	<b>Adequate 2</b>	<b>Needs Work 1</b>
Research × 2	<ul style="list-style-type: none"> <li>Explanation/ research of your topic exceeds project expectations</li> </ul>	<ul style="list-style-type: none"> <li>Explanation/ research of your topic meets most project expectations</li> </ul>	<ul style="list-style-type: none"> <li>Explanation/ research of your topic meets some project expectations</li> </ul>	<ul style="list-style-type: none"> <li>Explanation/ research of your topic is limited and meets only one or no project expectation</li> </ul>
Position/Facts	<ul style="list-style-type: none"> <li>Facts support my position and are accurate, detailed, elaborate</li> </ul>	<ul style="list-style-type: none"> <li>Facts support my position and are accurate and detailed</li> </ul>	<ul style="list-style-type: none"> <li>Facts may or may not be accurate and my position is not well supported</li> </ul>	<ul style="list-style-type: none"> <li>Facts are limited and my position is not supported</li> </ul>
Visuals/ Graphics	<ul style="list-style-type: none"> <li>Project uses visuals and design to promote an excellent understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>Project uses visuals and design to promote an understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>Project uses some visuals and design to promote a basic understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>Project uses few or no visuals and design to promote an understanding of the topic</li> </ul>
<b>Total</b>				
	<b>Wow</b>			
	<b>To think about</b>			




## Review

### 9.1 – Canada: Governance and Citizenship

### 9.2 – Canada and the United States: An Economic Relationship

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Review			
9.1 – Canada: Governance and Citizenship			
9.2 – Canada and the United States: An Economic Relationship			
Outcome	Read 	Assignment	
		Do	Complete/Date
<ul style="list-style-type: none"> <li>• What are the major concepts I have learned in Social Studies 9 K&amp;E this year?</li> <li>• Canada and the United States: What are their similarities and differences?</li> </ul>		<input type="checkbox"/> Using your K&E Works pages, complete the Concept Map (pp.173–175)	Student
		<input type="checkbox"/> Using your K&E Works pages and your textbook, complete the graphic organizer: The Same or Different? (p. 176)	Teacher





## Social 9: Review Package

### Concept Map

Using the information below, **create a concept map** of what you have learned. Use an example or picture to help you to remember the concept.

- You will need a large piece of paper.
- Do the assignment in two sections; Section A and Section B.

Use your 'K&E Works' pages to help you clarify concepts you are unsure of.

### Section A: Governance and Citizenship

**How do Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians?**

1. Political System
  - how laws are passed
  - executive, legislative and judicial branches of government
  - MPs and senators
  - political parties
  - media
  - individual influence on the political system
2. Justice System
  - participation in justice system
  - advocacy
  - Youth Criminal Justice Act
3. Charter of Rights and Freedoms
  - supports individual in exercising rights
  - relationship between rights and responsibilities
  - collective rights
  - status, identity, culture, and rights of First Nations, Métis, and Inuit peoples
4. Immigration Issues
  - factors influencing immigration policies
  - impact on Aboriginal peoples
  - strengthening French in North America
  - benefits of immigration





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Section B: Canada and the United States—An Economic Relationship**

### **How does economic decision making in Canada and the United States impact quality of life, citizenship, and identity?**

1. Mixed and market economies
  - similarities and differences
  - Why is Canada a mixed economy?
  - labour unions
  - government intervention (social programs, etc.)
  - Canada–US: economic similarities/differences
  
2. Consumerism and quality of life in Canada and the United States
  - quality of life indicators
  - What is consumerism?
  - individual impact on quality of life
  - advertising and mass media
  
3. Political decisions and economic systems
  - political party platforms
  - political parties—how they differ
  - purpose of taxation
  - environmental issues and government decisions



## Concept Map Project

Mark	Expectations
5	<p><b>An excellent understanding of the topic is demonstrated</b></p> <ul style="list-style-type: none"> <li>• all concepts are represented</li> <li>• good organization</li> <li>• connections are made between concepts</li> <li>• pictures are included that make the concepts clear</li> <li>• examples are included that make the concepts clear</li> </ul>
4	<p><b>A strong understanding of the topic is demonstrated</b></p> <ul style="list-style-type: none"> <li>• most concepts are represented</li> <li>• organization is clear</li> <li>• some connections are made between concepts</li> <li>• some pictures are included that make the concepts clear</li> <li>• some examples are included that make the concepts clear</li> </ul>
3	<p><b>A moderate knowledge of the topic is demonstrated</b></p> <ul style="list-style-type: none"> <li>• few concepts are represented</li> <li>• organization is not clear</li> <li>• few connections are made between concepts</li> <li>• few pictures are included that make the concepts clear</li> <li>• few examples are included that make the concepts clear</li> </ul>
2	<p><b>A limited knowledge of the topic is demonstrated</b></p> <ul style="list-style-type: none"> <li>• many ideas are missing or incorrectly developed</li> <li>• connections are extremely limited</li> <li>• pictures added don't clearly relate to the concepts present</li> </ul>
Redo	Ask for help with the concepts and try again.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Same or Different?

Use the chart below to compare the policies of Canada and the United States.

	Canada	United States	What does this do to quality of life?	What impact does this have on identity?
Economic system (p. 204)				
Government involvement in economy (p. 204)				
Social programs (p. 275) <ul style="list-style-type: none"> <li>• Health care (p. 271)</li> <li>• Seniors' pensions</li> <li>• Income assistance</li> </ul>				
Political parties (pp. 289–290)				
Founding principles (pp. 206, 208)				

