

Student's Name _____ **Course** Social Studies - Atlantic Canada In The Global Community -Gr 9 December 8, 2003

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Outcomes

R D C Changed Outcome

Theme One: Physical Setting				
Specific Curriculum Outcome:				
The student will:				
1.1 identify and locate the Atlantic region in the Canadian, North American, and global contexts.				
Performance Expectations:				
The student will:				
1.1.1 define the terms "relative location", "absolute location", "latitude", "longitude", "co-ordinates", "physical feature" and "cultural feature". (K)				
1.1.2 construct a map of Atlantic Canada and locate on it the student's home community, capital city for the province, a service centre in the area, and major transportation links. (A)				
1.1.3 use a map or globe to describe the location of the four Atlantic provinces relative to one another. (A)				
1.1.4 locate, by their co-ordinates, the capital cities of the four Atlantic provinces. (K)				
1.1.5 use a topographical map of the student's area to locate a physical feature and a cultural feature using a six-figure co-ordinate system. (A)				
1.1.6 describe the location of Atlantic Canada in the North American context. (I)				

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1.1.7 use a map or globe to describe the location of the Atlantic provinces in relation to: - bodies of water - nearby provinces and states - ocean currents - the prime meridian - the equator - Europe - Mexico - Japan - Latin America - Caribbean (A)				
1.1.8 identify a variety of systems used to locate places. (K)				
Specific Curriculum Outcome:				
The student will:				
1.2 examine the area, size and physical features of Atlantic Canada.				
Performance Expectations:				
The student will:				
1.2.1 rank the provinces of Atlantic Canada in order of size by visual observation, using a print/electronic map. (A)				
1.2.2 define the terms "scale", and "time zone". (K)				
1.2.3 describe the purposes of time zones. (A)				
1.2.4 describe the difference between physical distance and time distance. (A)				
1.2.5 select three places in Atlantic Canada you would like to visit, explain why you chose them, and complete the following chart: (I)				

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Place	Absolute Location	Travel Direction	Physical Distance	Time/ Dist

1.2.6	determine the total coastline distances for each of the Atlantic provinces. (A)			
1.2.7	use an aerial photo or topographic map to describe the typical landscape in a selected area. (A)			
1.2.8	use an aerial photo or topographical map to identify the major landforms in Atlantic Canada. (A)			
1.2.9	define the terms bay, gulf and strait. (K)			
1.2.10	define the terms river, pond, and lake. (K)			
1.2.11	use a physical features map to identify each of the major landforms and water forms for a selected region. (A)			
1.2.12	identify landforms and water forms in Atlantic Canada that contribute to the aesthetic appeal and character of the region. (I)			
1.2.13	identify the boundaries in Atlantic Canada which are defined by physical features. (A)			
1.2.14	compare a physical map of the Atlantic region with a political map. (A)			

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1.2.15 suggest the effect Atlantic Canada's size and physical features have on the people who live in the region. (I)				
Specific Curriculum Outcome:				
The student will:				
1.3 identify the basic weather and climatic patterns of Atlantic Canada.				
Performance Expectations:				
The student will:				
1.3.1 use a satellite image of a storm pattern in an area of Atlantic Canada to determine the following: - absolute location of the centre of the storm. - the storm's relative location. - the probable weather conditions in a selected location affected by the storm. - the advantages of satellite images in observing weather conditions and making appropriate forecasts.(I)				
1.3.2 describe the conditions that affect wind direction. (A)				
1.3.3 using a map of world currents, identify the currents that affect Atlantic Canada . (K)				
1.3.4 describe the effect that ocean currents can have on weather patterns and temperature. (A)				
1.3.5 identify the effects that elevation can have on weather conditions in Atlantic Canada. (A)				

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1.3.6	describe the features of a maritime climate and a continental climate. (A)				
1.3.7	identify the factors which most affect the climate of a selected area. (A)				
1.3.8	develop/examine a travel brochure for a vacation site in Atlantic Canada. Determine the extent to which climate is promoted as a positive feature. Consider average annual rainfall, annual # of frost-free days, ocean currents, and average temperatures. (I)				
1.3.9	determine the extent to which climate in Atlantic Canada has influenced the following: - house types and construction materials - travel systems - clothing and other personal purchases - recreational activities. (I)				
Specific Curriculum Outcome:					
The student will:					
1.4	link human activity to the natural resources of the Atlantic region.				
Performance Expectations:					
The student will:					
1.4.1	define "gross domestic product". (K)				
1.4.2	identify the major natural resources found in Atlantic Canada. (K)				

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1.4.3 analyze a series of photos depicting land use in Atlantic Canada to determine the relationship between physical environment and primary activity. (A)				
1.4.4 refer to a table or map to determine the percentage of land in each Atlantic Province considered to be suitable for agricultural use and identify the types of agricultural products from the region. Rank each province from highest to lowest in terms of (i) land quality (ii) percentage of population employed through agriculture and (iii) percentage of GDP attributed to agriculture. (A)				
1.4.5 retrieve current statistics to prepare a report which: i) identifies the region with the highest percentage of productive forests. ii) identifies the province with the highest percentage of people employed in the forest industry. iii) assesses the importance of forestry in each of the Atlantic provinces in terms of GDP. iv) evaluates the effectiveness of forest management practices in Atlantic Canada. (A)				
1.4.6 using print and non-print resources prepare a presentation which: i) shows the importance of fishing as a percentage of GDP in Atlantic Canada. ii) determines the importance of fishing in terms of percentage of population employed. iii) graphs the historical landings for several selected species. iv) evaluates the impact of technology on the industry. v) suggests creative solutions based on issues identified.(I)				

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1.4.7 using current statistics: i) identify the principal mineral areas of Atlantic Canada. ii) locate open-pit, underground, and ocean floor mining sites. iii) determine the importance of mining in terms of GDP. iv) assess the importance of oil and gas exploration on the continental shelf. v) identify hazards associated with offshore oil and gas exploration. (I)				
1.4.8 identify a human-made threat to each of the resource industries. (A)				
1.4.9 research the issue of sustainability in one resource industry and suggest the steps that are necessary to achieve this. (I)				
1.4.10 locate the major tourist attractions or vacation sites in a selected area of Atlantic Canada and determine the extent to which these exist or are supported by the landforms and water forms in the area. (I)				
Specific Curriculum Outcome:				
The student will:				
1.5 identify and trace population and settlement patterns affecting Atlantic Canadians from aboriginal to early new-world migration to the present day.				
Performance Expectations:				
The student will:				

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1.5.1	research an aboriginal group which inhabited a part of Atlantic Canada prior to new-world migration and identify their primary settlement sites and migration routes. Speculate as to why these patterns existed. (I)				
1.5.2	select an area of Atlantic Canada and identify the locations of settlement for early settlers. Suggest reasons for the selection of these settlement sites. (A)				
1.5.3	identify the general settlement patterns which existed in a selected region of Atlantic Canada early in the 20th century and compare these to the patterns which exist today. (A)				
1.5.4	suggest reasons for changes in settlement patterns in Atlantic Canada in the 20th century. (I)				
1.5.5	determine the percentage of urban to rural population patterns for each of the Atlantic provinces. (K)				
1.5.6	examine the attractions of living in Atlantic Canada today. (I)				
1.5.7	research out-migration in Atlantic Canada during the 20th century and suggest reasons for this trend. (A)				
1.5.8	discuss trends in population patterns which might appear in Atlantic Canada in the next decade. (I)				
1.5.9	discuss ways in which the land mass of Atlantic Canada affects population distribution and current population trends. (A)				
Theme Two: Culture					
Specific Curriculum Outcome:					

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The student will:				
2.1 examine and develop a general concept of culture.				
Performance Expectations:				
The student will:				
2.1.1 define the terms "culture", "tradition", "oral expression", and "material culture". (K)				
2.1.2 identify ways in which Atlantic Canadians have adapted to their physical environment. (A)				
2.1.3 identify several technologies developed or used to adapt to the physical environment in Atlantic Canada. (K)				
2.1.4 identify various forms of oral expression through which societies and peoples express culture. (K)				
2.1.5 identify various forms of material culture which societies use to express culture. (K)				
2.1.6 recognize that culture is dynamic and shaped by many forces. (A)				
2.1.7 identify examples of cultural diversity at the local, regional and global levels. (K)				
Specific Curriculum Outcome:				
The student will:				
2.2 examine and describe contemporary culture in the Atlantic Canadian context and its connections to other global cultures.				

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Performance Expectations:	R	D	C	Changed Outcome
The student will:				
2.2.1 define the terms "popular culture" and "traditional culture". (K)				
2.2.2 identify ways in which the student's culture is expressed. (K)				
2.2.3 identify current family/community practices that are based on long-standing cultural traditions. (K)				
2.2.4 through interviewing, research or personal experience, appreciate the value and significance of local and regional cultural traditions. (I)				
2.2.5 identify sources of popular culture to which the student is exposed from the local, regional, and global perspectives. (K)				
2.2.6 recognize the difference between the development of popular culture and regional or local culture. (I)				
2.2.7 analyze the extent to which popular culture is significant to the region through an examination of the mass media. (A)				
2.2.8 in a short essay, evaluate the extent to which the two "cultures" (traditional and popular) affect each other. (I)				
2.1.9 identify ways in which the culture of a region is expressed through the arts community. (A)				
2.2.10 identify ways in which the culture of Atlantic Canada is viewed by people in other parts of Canada/North America/the world. (I)				

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2.2.11 suggest, using a listing, reasons why others sometimes view Atlantic Canadians differently than Atlantic Canadians view themselves. (I)				
2.2.12 through discussion, explore ways in which the student's culture might change in the next decade. (I)				
Specific Curriculum Outcome:				
The student will:				
2.3 understand the local and global factors that have shaped the culture(s) of Atlantic Canada.				
Performance Expectations:				
The student will:				
2.3.1 understand the effect of the physical environment (the sea, climate and seasons, geography, resources) of Atlantic Canada in shaping its culture. (A)				
2.3.2 identify countries/places of origin of early settlers to a selected region of Atlantic Canada. (K)				
2.3.3 identify the settlement patterns, based on ethnic origins, that exist in a region of Atlantic Canada today and compare them with early settlement patterns. (A)				
2.3.4 understand the effect of ancestral roots and values on the culture of Atlantic Canada during the early period of settlement. (A)				
2.3.5 understand the significant influence of religious beliefs and values on the culture of a selected region of Atlantic Canada. (I)				

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2.3.6	recognize the role played by education in the shaping of culture. (A)				
2.3.7	understand that the Canadian judicial system and the Canadian Constitution enshrine certain rights and responsibilities for Canadians, including minority rights. (A)				
2.3.8	understand that politicians make decisions which may affect the development of the culture of a selected region. (I)				
2.3.9	examine the changing role of family structures and values on the culture of a selected region of Atlantic Canada. (A)				
2.3.10	through research and discussion, analyze the effect of out-migration on the culture of a selected region. (I)				
2.3.11	understand the influence of occupations and trades and the accompanying lifestyles on the culture of a selected region. (A)				
2.3.12	identify some of the forces that are shaping the culture of the region today. (I)				
Specific Curriculum Outcome:					
The student will:					
2.4	understand the nature of cultural, ethnic and linguistic groups in Atlantic Canada.				
Performance Expectations:					
The student will:					
2.4.1	distinguish between the terms " cultural groups", "ethnic groups" and "linguistic groups". (A)				

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2.4.2	identify some of the cultural, ethnic, and linguistic groups that exist in the student's local area.(K)				
2.4.3	identify features that link people together as groups. (A)				
2.4.4	from personal experience or that of others, appreciate the importance of belonging to a group. (I)				
2.4.5	identify local festivals or special occasions that take place in an area of Atlantic Canada and assess their significance for local culture. (A)				
2.4.6	select cultural traditions in Atlantic Canada that are undergoing a revival and suggest reasons for this trend. (I)				
2.4.7	select one Francophone cultural group in Atlantic Canada and examine ways in which they express their identity. (A)				
2.4.8	select one Aboriginal cultural group in Atlantic Canada and examine ways in which they express their identity. (A)				
2.4.9	select one Afro-Canadian cultural group in Atlantic Canada and examine ways in which they express their identity. (A)				
2.4.10	select one cultural group in Atlantic Canada, other than those identified in 2.4.7 through 2.4.9, and examine ways in which they express their identity. (A)				
Specific Curriculum Outcome:					
The student will:					
2.5	understand the issues and events surrounding cross-cultural understanding in the local, regional, and global levels.				

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Performance Expectations:				
The student will:				
2.5.1 define “stereotype”, “race relations”, racism”, and “multi-culturalism”. (K)				
2.5.2 recognize the cultural diversity that exists within Atlantic Canada. (A)				
2.5.3 identify significant factors that bring new groups into the region. (A)				
2.5.4 evaluate and anticipate the influence that one group may have on another. (I)				
2.5.5 research and evaluate stereotyping and racism as issues affecting Atlantic Canadians. (I)				
2.5.6 examine and list the differences in the cultures between an urban area and a rural area of Atlantic Canada. (A)				
2.5.7 identify why differences might exist between urban and rural areas. (A)				
2.5.8 identify the advantages and disadvantages of urban living and rural living. (I)				
2.5.9 assess the importance of cross-cultural understanding within Atlantic Canada and to the global community. (I)				
2.5.10 assess the career opportunities that might be available in Atlantic Canada because of the region's cultural diversity. (I)				
Specific Curriculum Outcome:				

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The student will:				
2.6 understand and appreciate the link between culture and occupations/lifestyles in Atlantic Canada.				
Performance Expectations:				
The student will:				
2.6.1 understand the extent to which geography/location affects the traditional occupations of Atlantic Canadians. (A)				
2.6.2 determine the extent to which climate and seasons affect the occupations within a selected area of Atlantic Canada. (A)				
2.6.3 determine how traditional occupations are linked to physical location in Atlantic Canada. (A)				
2.6.4 determine the extent to which occupations affect lifestyles of people and their recreational and leisure activities. (A)				
2.6.5 identify several traditions which are directly related to certain occupations in a selected area. (K)				
2.6.6 determine the extent to which traditional occupations in an area are prominent and affect the culture today. (I)				
2.6.7 determine the extent to which the modern workplace affects the culture of a particular area. (I)				
Specific Curriculum Outcome:				
The student will:				

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2.7	understand the local and global forces that cause culture to be constantly changing.				
Performance Expectations:					
The student will:					
2.7.1	recognize that culture is constantly changing. (K)				
2.7.2	understand that the rate at which culture changes is different for different cultures and depends on many local and global factors. (A)				
2.7.3	determine the extent to which a culture in the student's area changed in the first half of the 20th century and compare it to the change the same culture has experienced in the past ten years. (I)				
2.7.4	assess the role of the family in influencing cultural change and cultural stability. (A)				
2.7.5	determine the extent to which social institutions affect cultural change in the student's area. (A)				
2.7.6	determine the extent to which political and economic circumstances affect cultural change. (A)				
2.7.7	determine the extent to which media and popular culture affect cultural change. (A)				
2.7.8	assess the extent to which people in the student's area are open to cultural change. (A)				

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2.7.9	assess the extent to which it is possible to have cultural change while maintaining a group's established cultural identity. (I)				
2.7.10	determine the extent to which it is important for people to maintain links between the "old" and the "new" in their culture. (I)				
2.7.11	anticipate possible changes which a culture in the student's area may undergo in the next decade. (I)				
2.7.12	assess the degree to which there is a distinct Atlantic Canadian culture compared to other regions of Canada and the global community. (I)				
Specific Curriculum Outcome:					
The student will:					
2.8	examine how Atlantic Canadians shape political culture by exercising power and influencing political decisions.				
Performance Expectations:					
The student will:					
2.8.1	define "lobby group", "NGO's", "power of the ballot", "political activism", "party politics". (K)				
2.8.2	recognize that there is a political dimension to all institutions, organizations, and groups. (K)				
2.8.3	examine the political culture of their school and express how it affects students. (A)				

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2.8.4	through analysis of a current issue, understand that political empowerment involves individuals and groups taking actions to influence decisions. (A)				
2.8.5	identify actions which citizens can take to become politically empowered. (A)				
2.8.6	cite current examples of the political action taken by citizens at the local, regional, and national level. (A)				
2.8.7	examine a selected lobby group or NGO in Atlantic Canada and assess the effectiveness of its methods. (I)				
2.8.8	cite examples of Atlantic Canadians influencing political decisions on selected global issues. (A)				
2.8.9	examine how party politics exercises power at the three levels of government in Atlantic Canada. (A)				
Theme Three: Economics					
Specific Curriculum Outcome:					
The student will:					
3.1	examine the role that basic economic principles play in daily life.				
Performance Expectations:					
The student will:					
3.1.1	define the terms "needs and wants", "supply and demand", "opportunity cost", and "scarcity". (K)				

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3.1.2	track personal spending over a two-week period and categorize identified spending patterns by needs and wants. (A)				
3.1.3	prepare a budget to plan personal spending for a one-month period. (A)				
3.1.4	compare personal spending patterns with those of other peers and identify any common patterns which appear. (I)				
3.1.5	identify the factors which create purchasing trends among a group. (K)				
3.1.6	determine the extent to which purchases made by the student's peer group are planned as opposed to "impulse buying". (I)				
3.1.7	examine the extent to which advertising affects purchasing choices and trends among the student's peer group. (I)				
3.1.8	determine why students want to earn income and relate these reasons to your knowledge of basic economic principles. (A)				
3.1.9	identify the sources of income and opportunities to earn income for class members. (K)				
3.1.10	identify ways in which students can increase real income both in the short term and the long term. (A)				
3.1.11	debate the extent to which an individual's ability to increase real income is independent of/dependent upon other people. (I)				
3.1.12	identify opportunity costs to the student associated with earning real income or trying to increase it. (I)				

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3.1.13 research the sources of income for family members and the community. (A)				
3.1.14 use data from Statistics Canada or another source to determine the pattern of income distribution for some of the communities in the student's local area. Income distribution may be analysed by family, sex, age group or some other combination. (A)				
3.1.15 determine the extent to which individual wants are constrained by economic forces. (I)				
3.1.16 discuss the need to set personal financial goals. (I)				
Specific Curriculum Outcome:				
The student will:				
3.2 examine the role of economics in Atlantic Canadian society.				
Performance Expectations:				
The student will:				
3.2.1 identify the major categories of spending for family income. (K)				
3.2.2 determine the extent to which family income is divided between needs and wants. (A)				
3.2.3 interview a financial planner or banker about savings options available to consumers. (I)				

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3.2.4	research loan options and interest rates for consumer loans at several financial institutions and use a software package to compare interest rates, total cost of borrowing, disability/life insurance options/costs, for each loan option. Use the same principle, loan term and payment frequency in your comparisons. (A)				
3.2.5	research mortgage options at several financial institutions and compare costs of borrowing for several different mortgage terms, interest rates, and payment frequencies. (A)				
3.2.6	discuss the importance of interest rates in personal finances. (I)				
3.2.7	explore the options available for financing individual higher education and planning and costs associated with each option. (A)				
3.2.8	analyze the cost of housing by comparing purchasing and renting, outlining the advantages and disadvantages of each. (A)				
3.2.9	examine the budget of your municipal government and the priorities set out in it. (A)				
3.2.10	discuss whether or not the principles by which government makes spending decisions are similar to those used by individuals/families. (I)				
3.2.11	consider the role of government in the student's life by examining federal, provincial and municipal services utilized by the student. (I)				

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3.2.12 identify a social program supported by one of the levels of government and debate it from a cost-benefit analysis viewpoint for the region or society as a whole. (I)				
3.2.13 investigate the extent to which governments are involved in helping some groups or sectors of the economy but not others. (A)				
3.2.14 examine the role of taxation in the economy of Atlantic Canada. (I)				
3.2.15 identify economic principles which are common to personal, business and government finance. (K)				
Specific Curriculum Outcome:				
The student will:				
3.3 examine the importance of economics in entrepreneurship.				
Performance Expectations:				
The student will:				
3.3.1 identify some successful entrepreneurs in the student's community and/or Atlantic region. (K)				
3.3.2 interview several entrepreneurs to identify the characteristics which an entrepreneur must possess. (A)				
3.3.3 interview an entrepreneur to identify the economic factors which must be considered in planning a venture. (A)				
3.3.4 determine the importance of the budgeting process for entrepreneurs. (I)				

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3.3.5	explore sources of financing which entrepreneurs use. (A)				
3.3.6	discuss the importance of the following economics concepts to entrepreneurs: "incentives", "productivity", "advertising and marketing", "market forces and competition". (I)				
3.3.7	identify the skills that entrepreneurs require in employees in the student's community or area today. (K)				
3.3.8	discuss the importance of being able to identify opportunities for an entrepreneurs. (I)				
3.3.9	brainstorm with class members to identify some possible venture opportunities for the student's community or area. (A)				
3.3.10	investigate the role that home-based business is playing in the student's area. (A)				
3.3.11	research the importance of the the arts as part of the cultural industry in Atlantic Canada. (A)				
3.3.12	discuss the role of entrepreneurship and new economic opportunities in the future of Atlantic Canada. (I)				
Specific Curriculum Outcome:					
The student will:					
3.4	examine the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada.				
Performance Expectations:					
The student will:					

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3.4.1 distinguish between "primary", "secondary", "tertiary", and "quaternary" industries. (K)				
3.4.2 identify the primary industries which are most significant to the student's region of Atlantic Canada. (K)				
3.4.3 identify changes which have occurred to these industries in recent years. (K)				
3.4.4 determine the extent to which trends such as specialization and marketing emphasis are affecting primary industries. (I)				
3.4.5 determine the effect that environmental awareness and health consciousness are having on primary industries. (I)				
3.4.6 identify the secondary industries in your area of Atlantic Canada. (K)				
3.4.7 identify the changes and trends which are affecting secondary industries in Atlantic Canada. (A)				
3.4.8 identify the generic skills which people need to work in secondary industries. (K)				
3.4.9 assess the importance of the four sectors to the quality of life in the student's area, their province and the Atlantic region. (I)				
3.4.10 determine and compare the contributions of the four economic sectors as a percentage of the GNP in the Atlantic provinces.				
3.4.11 determine the potential for further development of the four main types of industries in Atlantic Canada. (I)				

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3.4.12 appraise the prospects or career options in the primary, secondary, tertiary, and quaternary industries in Atlantic Canada. (A)				
Specific Curriculum Outcome:				
The student will:				
3.5 explore local, regional, and global economic patterns and related issues which are challenging Atlantic Canadians.				
Performance Expectations:				
The student will:				
3.5.1 identify economic opportunities available to the youth of Atlantic Canada today. (K)				
3.5.2 determine the effect of individual/local attitudes on the economic well-being of Atlantic Canada. (I)				
3.5.3 explore the way in which employment trends and opportunities for youth have changed in recent years and suggest reasons for these changes. (I)				
3.5.4 identify economic trends and patterns which are evident throughout Atlantic Canada today. (K)				
3.5.5 examine demographic statistics for Atlantic Canada over the past 30 years and speculate about the relationship between demographic and economic trends. (I)				
3.5.6 select a global economic issue affecting the local area , analyze it and develop some possible solutions. (I)				

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3.5.7	assess the extent to which regional disparity exists in Atlantic Canada, in Canada, and in the global community. (I)				
3.5.8	assess the effects that an "aging population" might have on economic trends in the Atlantic region in the next ten to twenty years. Examine current demographic information to make your predictions. (I)				
3.5.9	assess the extent to which life-long learning and personal development will be required of Atlantic Canadians. (I)				
3.5.10	discuss the effects of the public debt on economic development and prosperity in Atlantic Canada in the next decade. (A)				
3.5.11	consider the extent to which global environmental concerns and issues are likely to affect future economic development in the Atlantic region. (I)				
3.5.12	appraise the importance of human resource development of the work-force for economic growth and prosperity in Atlantic Canada. (I)				
3.5.13	evaluate the role of government in dealing with the economic challenges facing Atlantic Canada. (I)				
3.5.14	evaluate the role of individuals and groups in dealing with the economic challenges facing Atlantic Canada. (I)				
Specific Curriculum Outcome:					
The Student will:					
3.6	identify and understand trade and other economic linkages between Atlantic Canada and the national and global community				

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Performance Expectations:	R	D	C	Changed Outcome
The student will:				
3.6.1 define the term "global economy". (K)				
3.6.2 conduct a class survey to determine the place of origin of many of the goods students purchase and use. Graph the results by country/place of origin. (A)				
3.6.3 determine the extent to which the global marketplace is affecting the lives of students. (I)				
3.6.4 apply your knowledge of economic principles to suggest why many goods are exchanged globally instead of being manufactured locally. (A)				
3.6.5 determine the effect of import goods on employment and economy in the Atlantic region. (I)				
3.6.6 identify businesses in the student's area which reflect new opportunities in the "global economy". (A)				
3.6.7 determine the extent to which the attitudes of Atlantic Canadians towards economic development and prosperity are in harmony with global trends				
3.6.8 evaluate the role of transfer payments from the Government of Canada on the economy of Atlantic Canada. (A)				
3.6.9 determine the extent to which economic trends and cycles in Atlantic Canada are similar to or different from the rest of North America. (I)				

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3.6.10	consider the impact that global trends such as trade agreements will have on Atlantic Canada in the next decade. (I)				
3.6.11	appraise the impact that global interdependence may have on the future economic climate in Atlantic Canada. (I)				
THEME FOUR: TECHNOLOGY					
Specific Curriculum Outcome:					
The Student will:					
4.1	develop a concept of technology and examine its regional and global applications				
Performance Expectations:					
The Student will:					
4.1.1	differentiate between the terms "technology" and "hi-tech". (K)				
4.1.2	recognize how technology is used on a daily basis by (i) students (ii) Atlantic Canadians of all ages. (K)				
4.1.3	through personal experience and discussion, appreciate how technology has changed the student's life in the past five years. (I)				
4.1.4	anticipate one technological development likely to occur in the next five years which will affect the student directly. (I)				
4.1.5	understand the term "Information Highway/Internet" and how it can affect us. (A)				

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4.1.6	appreciate how technology in general has changed our view of the world. (I)				
4.1.7	understand the extent to which people shape technology and are shaped by it. (I)				
4.1.8	recognize that technology has improved our lifestyle and standard of living. (A)				
4.1.9	recognize that technology has contributed to some of society's problems. (A)				
4.1.10	understand the term "biotechnology".(K)				
4.1.11	identify some historical uses of biotechnology. (A)				
4.1.12	examine some ethical issues surrounding uses of biotechnology. (I)				
Specific Curriculum Outcome:					
The Student will:					
4.2	examine the historical application of technology in the Atlantic Region				
Performance Expectations:					
The Student will:					
4.2.1	understand the extent to which early settlers in the Atlantic region relied on the technologies of the day. (K)				
4.2.2	research the transportation system(s) most utilized by early settlers in a selected area of the Atlantic region. (A)				

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4.2.3	identify a technological innovation that had an impact in the Atlantic region prior to 1950 and assess its importance to the people of the day. (I)				
4.2.4	research a trade or occupation that existed in the Atlantic region in earlier times and the technologies available to that trade. (A)				
4.2.5	discuss what is meant by “technological obsolescence”. (A)				
4.2.6	develop a time line of technological applications in the Atlantic region. (A)				
Specific Curriculum Outcome:					
The Student will:					
4.3	understand how technology has affected employment and the standard of living in Atlantic Canada.				
Performance Expectations:					
The Student will:					
4.3.1	give examples of selected workplaces in Atlantic Canada that rely heavily on new technology. (K)				
4.3.2	identify recent trends in the workplace that have developed as a result of technology. (K)				
4.3.3	assess the positive and negative social impacts of workplace technology on the lives of Atlantic Canadians. (I)				
4.3.4	understand the traditional concept of “thejob” and analyze how it has been affected by technology and workplace trends. (A)				

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4.3.5	identify success stories in Atlantic Canada related to the use of technological innovations in the workplace. (K)				
4.3.6	appreciate how technology impacts on the standard of living in the student's community/region and Atlantic Canada in general. (I)				
4.3.7	understand how technology in the workplace has affected migration, immigration and emigration. (I)				
4.3.8	research career opportunities and options related tot he field of technology in Atlantic Canada. (I)				
Specific Curriculum Outcome:					
The student will:					
4.4	examine how technology affects transportation and communications in the Atlantic region.				
Performance Expectations					
The Student will:					
4.4.1	define the terms "communications", "communications technology", "the information age", and "transportation system". (K)				
4.4.2	identify examples of communications technology currently in use in Atlantic Canada. (K)				
4.4.3	understand the role of communications systems in the student's personal life. (I)				

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Changed Outcome

Outcomes	R	D	C	Changed Outcome
4.4.4 identify positive and negative effects of communications systems on personal/family life. (A)				
4.4.5 assess the impact of the personal computer on communications and communications technology. (I)				
4.4.6 recognize ways in which communications has affected business and entrepreneurship. (K)				
4.4.7 identify several major industries in Atlantic Canada which rely heavily on communications technology. (K)				
4.4.8 identify the different types of transportation systems in use in Atlantic Canada. (K)				
4.4.9 understand how technology is used in the design, development, and operation of transportation systems. (I)				
4.4.10 identify factors to consider in providing efficient and effective transportation. (A)				
4.4.11 appreciate the impacts that transportation and communication systems have had on the environment in Atlantic Canada. (I)				
4.4.12 identify four major concerns that have been raised regarding the automobile (fuel efficiency, safety, exhaust emissions, traffic congestion) and anticipate how these will be dealt with in future. (I)				
4.4.13 explore the possible future developments in the area of transportation and communication. (I)				
4.4.14 assess career opportunities in the fields of communications and transportation. (I)				

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Changed Outcome

Specific Curriculum Outcome:	R	D	C	Changed Outcome
The student will:				
4.5 examine the effects of technology on manufacturing in the Atlantic region.				
Performance Expectations:				
The student will				
4.5.1 identify products manufactured in the Atlantic region which the student uses on a regular basis. (K)				
4.5.2 identify several ways in which manufacturing has affected society. (A)				
4.5.3 distinguish between mass production and custom production				
4.5.4 understand how computers are used in manufacturing. (A)				
4.5.5 understand how new products are developed and produced				
4.5.6 identify several products that have been developed and manufactured in the student's province/region. (K)				
4.5.7 describe how technology has improved the marketing of goods in the Atlantic region				
4.5.8 anticipate possible changes that might affect manufacturing in the future. (I)				
4.5.9 explore and assess career opportunities in the field of manufacturing in the Atlantic region. (I)				

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Specific Curriculum Outcome:				
The student will:				
4.6 examine the effect of technology on resource industries				
Performance Expectations:				
The student will:				
4.6.1 identify a resource industry which affects a large number of people in the student's community/area. (K)				
4.6.2 identify and evaluate examples of technology in the following resource sectors of Atlantic Canada: i) the forest industry. ii) the farming industry iii) the mining industry iv) the fishing industry. (I)				
4.6.3 identify industries based on renewable and non-renewable resources. (K)				
4.6.4 understand the social and economic consequences of the closure of a resource industry in a community or region. (I)				
4.6.5 explore career opportunities in resource industries in Atlantic Canada. (A)				
4.6.6 evaluate the environmental effects of technology in the resource industries in the Atlantic region. (I)				
Specific Curriculum Outcome:				

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4.7	examine the effects of technology on recreation, home life, and community life.				
Performance Expectations:					
The Student will:					
4.7.1	identify examples of technology in the home/school/community which affect the student. (K)				
4.7.2	distinguish between home technologies which are now considered basic conveniences and those which we choose based on our individual recreational/leisure interests. (A)				
4.7.3	identify services which can be accessed through home technology which originate from distant locations. (K)				
4.7.4	assess the extent to which recreation and leisure activities have changed in recent years due to technology. (A)				
4.7.5	assess the extent to which technology affects a recreational or sporting activity in which the student is involved. (A)				
4.7.6	research an innovation in recreational or sporting technology which has been developed in the Atlantic region. (A)				
4.7.7	identify training and educational opportunities which exist in the community as a result of technology. (K)				
4.7.8	identify health services which are available in the community through technology. (K)				
4.7.9	explore and assess career opportunities in the Atlantic region based on home and recreational technologies. (A)				

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4.7.10 suggest future developments in home/recreational/community technology. (I)				
THEME FIVE: INTERDEPENDENCE				
Specific Curriculum Outcome:				
The student will:				
5.1 explore the concept of world view and explain the factors that influence and are influenced by it.				
Performance Expectations:				
The student will:				
5.1.1 discuss the concept of world view and recognize that world views are personal and varied. (A)				
5.1.2 examine the influence that each of the following might have on the world view held by an individual or group: <ul style="list-style-type: none"> • religious beliefs • culture and traditions • view of nature • quality of life • interaction with other groups • political systems • family • community (I) 				
5.1.3 identify factors, other than those noted above, that can shape a person's world view. (A)				
5.1.4 examine an issue that reflects different world views. (I)				

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5.1.5 suggest ways in which one's world view might change as a result of increased communication, travel, and migration. (I)				
Specific Curriculum Outcome:				
The student will:				
5.2 examine and analyze how Atlantic Canadians are members of the global community through different interconnected system.				
Performance Expectations:				
The Student will:				
5.2.1 define what is meant by system; interdependence; and global village. (K)				
5.2.2 explore ways in which political economic, technological and cultural systems create interdependence in the world today. (A)				
5.2.3 examine culture as a system and its impact on a selected global issue. (I)				
5.2.4 examine the cultural barriers that may impede understanding between people and that sometimes lead to conflict. (A)				
5.2.5 evaluate how improvements in transportation and communication systems have led to increased global awareness in the twentieth century. (I)				
5.2.6 discuss an environmental issue that impacts directly on Atlantic Canada and the global village. (I)				
5.2.7 explore a human rights issue in Atlantic Canada that has international implications. (A)				

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5.2.8 assess the implications of a selected current international agreement for Atlantic Canada. (I)				
Specific Curriculum Outcome:				
The Student will:				
5.3 assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community				
Performance Expectations:				
The Student will:				
5.3.1 identify qualities and attributes that individuals need to be effective global citizens. (K)				
5.3.2 discuss the extent to which global citizenship values are reflected in his/her community or region. (I)				
5.3.3 identify student activities that contribute to global citizenship. (K)				
5.3.4 suggest ways that students can increase awareness of global citizenship in the community at large. (A)				
5.3.5 evaluate the extent to which his/her peer group is prepared to contribute as global citizens to the next generation of leaders. (I)				
Specific Curriculum Outcome:				
The Student will				

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5.4 demonstrate an understanding that the future well-being of Atlantic Canada involves co-operation with the national and global community.				
Performance Expectations:				
The Student will:				
5.4.1 evaluate the importance of co-operation between Atlantic Canadians and other parts of Canada for the well-being of the region. (I)				
5.4.2 assess the need for Atlantic Canadians to contribute to the reform of Canadian social programs and institutions. (A)				
5.4.3 identify international organizations that have branches in his/her local area. (K)				
5.4.4 Assess the importance of Atlantic Canadians' participation in international groups and organizations. (A)				