



TEACHING UNIT

General Topic:	Economic Citizenship
Unit Title:	Building the Future
Grade Level:	Grade 9
Recommended Curriculum Area:	Social Studies
Other Relevant Curriculum Area(s):	Language Arts



The Building Futures Project is sponsored across Canada by IG Wealth Management. CFEÉ extends our appreciation to IG Wealth Management for their generous support.

Possible Curriculum Integration Points

Grade 9 Social Studies: Recommended

Outcomes:

- KL-025 Identify on a world map countries in which events of global significance are taking place.
- KG-035 Evaluate Canadian perspectives regarding current global issues.
- KG-036 Give examples of decisions that reflect the responsibilities of global citizenship.
- KG-034 Give examples of Canada's connections with other nations.
- KE-048 Describe characteristics of Canada as an industrialized nation.
- KE-049 Evaluate implications of living in a consumer-based economy.
- KE-051 Analyze possible consequences of their consumer choices.
- VE-017 Be willing to consider the impact of their consumer choices.

Other Relevant Curriculum Area(s)

Grade 9 Language Arts

Outcomes:

Express Ideas (1.1.1)

- Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances.

Develop Understanding (1.2.1)

- Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.

Explain Opinions (1.2.2)

- Review and refine personal viewpoints through reflection, feedback, and self-assessment.

Combine Ideas (1.2.3)

- Structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world.

Extend Understanding (1.2.4)

- Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.

Set Goals (1.1.5)

- Reflect on attainment of personal goals for effective language learning and use.

Consider Others' Ideas (1.1.2)

- Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints.

Experiment with Language and Form (1.1.3)

- Use memorable language effectively and experiment with different persona

Develop Understanding (1.2.1)

- Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.

Explain Opinions (1.2.2)

- Review and refine personal viewpoints through reflection, feedback, and self-assessment.

Inquiry (3.1.3)

- Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic.

Create and Follow a Plan (3.1.4)

- Prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources.

Organize Information (3.3.1)

- Organize information and ideas by developing and selecting appropriate categories and organizational structures.

Make Sense of Information (3.2.5)

- Identify a variety of factors that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books].

Education For Sustainable Development Initiative

- To acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future

Relevant Economic Outcomes

- Possible goals for Canada's economy
- How various factors can affect growth, employment, incomes, and quality of life in the economy
- How the decisions and actions of individuals, organizations, business, and governments can affect productivity, innovation, employment, inflation, incomes, and growth in the economy as well as the environment
- Factors that can affect the distribution of income
- How government policies and actions can affect the distribution of income
- Compare environmental conditions, and efforts to improve the environment, in various countries
- Different views on the role of government in the economy

Background Information

Students need to understand the factors that affect Canada's ability to achieve its economic goals. They should be able to make informed assessments and judgements of government actions and political initiatives. By identifying the different roles of government the students, among other things, will understand how taxes are used to provide services. Students must be aware of how economic activity may be potentially helpful or harmful to the environment. This will help them to be knowledgeable, responsible citizens.

Overview of the Unit

The students will view and discuss several cartoons that represent Canada's economic goals. They will be asked to think about which goals are most important in today's economy. The students will make a mind map listing the factors that affect how much money a person makes and present it to the class. They will identify world-wide environmental concerns. The last assignment has the students researching and making a report about how various countries are addressing environmental concerns.

Estimated Time Frame: 4–5 periods — 60 minutes each

Suggested Implementation Strategy

- Before the class begins, the teacher should view the cartoon website and choose cartoons that suggest the following concepts.
 - Political Stability
 - Reducing National Debt
 - Economic Growth
 - Increased Productivity and Efficiency
 - Equitable Distribution of Income
 - Price Stability
 - Full Employment
 - Protecting the Environment
 - Freedom of Choice
- Also make 10 copies of the list of Canada’s Economic Goals.

Activity 1

- Open the following website.
<https://www.google.ca/search?q=cartoons+on+Canada+economy&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjuqYHI8qPcAhXE4IMKH>
- View several cartoons and lead a discussion about the meaning of each cartoon and how the factors depicted in the cartoons affect the lives of people in Canada.
- Record their ideas on the board.

Activity 2

- Explain that these cartoons and their ideas represent Canada’s Economic Goals. Hand out the list of Canada’s Economic Goals and ask each group to think about which goals are most important to people in Canada and prioritize the list.
- Lead a discussion about how they decided what is most important. What reasons would there be for groups having different opinions about what is important.

Period 2 **60 minutes**

- Access one of the following videos and ask the class to be ready after viewing the video to discuss the ways government affects the economy.
<https://www.youtube.com/watch?v=3EGjXPXLokg>
<https://www.youtube.com/watch?v=-XN89kYBI0c>
<https://www.youtube.com/watch?v=Td2ONLY7IsE>
- Ask the class the question:
 - Should everyone have the same amount of money?
 - What factors decide a person's income?
 - How does the government affect a person's incomes?
- Arrange the class in groups.
 - Tell the class to brainstorm their own ideas, about the factors that affect how much money a person makes, then access the following website to make a mind map displaying the factors. Encourage creativity. Tell the class that they will be presenting their maps.
 - Before they start, the teacher should share the assessment rubric that will be used to evaluate the mind maps presentations.
 - Allow time at the end of the period to share their mind maps.

Period 3/4 **60 minutes**

- Ask the class to brainstorm a list of world-wide environmental concerns. Record their ideas on the board.
- Read the article provided: *Addressing Environmental Issues and Risks in Uzbekistan* to the class.
- Tell the class that they are to choose a country, research and make a report as to what this government is doing to improve environmental concerns.
- The teacher should keep track of the countries picked to ensure that a variety of countries are chosen.
- Allow the rest of the period for the students to start their assignment.
- The teacher can decide whether or not to take another period or assign the project to be finished for homework.
- The reports may be shared during another period.

Period 5 **60 minutes**

- Have the students complete their assignment and report to the class.
- For homework, the students are to select one environmental concern and research what Canada is doing to address that concern.
- At the start of the next period the students should report on their homework and hand it in.

Possible Evaluations

1. Assess the class responses to the meaning of the cartoons.
2. The class and group participation can be assessed.
3. Use the rubric for the mind map presentations.
4. The reports can be collected for marking.

Follow-Up Activities

1. Write to a government member expressing concern about an environmental issue in Canada.
2. Access other lessons on Environmental Issues at the NextGen Edition of *The Globe and Mail* web site: <https://nextgenedition.com/>.
3. Hold a discussion on whether or not they believe that, based on their homework findings, Canada is being responsible in addressing these global environmental concerns.

Modifications or Suggestions for Different Learners

1. Everyone can play a role in the discussions, group assignments and presentations.

Supplies Needed

1. Large chart paper and markers.

Handouts/Resources

1. Cartoons
2. YouTube videos
3. Article by Obid Tursunov and Jan Dobrowolski: *Addressing Environmental Issues and Risks in Uzbekistan*
4. An assessment Rubric for Oral Presentation, Manitoba Social Studies Curriculum

Addressing Environmental Issues and Risks in Uzbekistan

By Obid Tursunov and Jan Dobrowolski

Currently, the world is facing unique and daunting environmental challenges. These include global warming; climate change; an emerging global crisis in water availability and water pollution; record loss of biodiversity and long-term damage to ecosystems; pollution of the atmosphere; waste production and disposal; impacts of chemicals use and toxic substance disposal; damaged aquatic ecosystems; and land degradation and deforestation. Accordingly, Uzbekistan is also encountering some environmental issues, such as global Aral Sea crisis, soil erosion and desertification, wastewater and air pollution. Hence, this paper illustrates the major environmental issues and risks in Uzbekistan, as well as, the possible application of environmentally friendly laser biotechnology for more efficient protection of ecosystems and reclamation of contaminated areas. Application of laser biotechnology can be efficiently used in environmental engineering technologies for sustainable development. Laser biotechnology is a new area of environmental biotechnology, in which coherent laser light is used for the optimization of natural processes involved in bioaccumulation of metals or bioremediation of xenobiotics. In addition, laser biotechnology could be used for more efficient sewage treatment, reclamation of contaminated soil, increased growth rate of irradiated plants and their resistance to pollutants in the air, water and soil.

TBLM OLE.5#1: Assessment Rubric for Oral Presentation

Student's Name _____ **Date** _____

Content: _____

Organization

3. Is logically or creatively organized.
2. Is organized.
1. Demonstrates limited organization and structure.

Preparation

3. Shows detailed preparation.
2. Shows evidence of preparation (cue cards/audiovisual equipment).
1. Shows minimal evidence of preparation.

Material

3. Material is consistent with the topic.
2. Material, for the most part, is relevant to the topic.
1. Material is irrelevant to the topic or inappropriate.

Language

3. Language is appropriate and interesting.
2. Language is appropriate.
1. Language is inappropriate.

Creativity

3. Shows considerable creativity.
2. Shows some creativity.
1. Shows limited creativity.

Visuals

3. Visuals are effective and add to the presentation.
2. Visuals are appropriate.
1. Visuals have limited effectiveness.

Delivery

Speech

3. All words are spoken clearly.
2. Many words are spoken clearly.
1. Many words are not spoken clearly.

Volume

3. Volume is loud enough to be heard easily.
2. Volume is inconsistent.
1. Volume is too low.

Interest

3. Displays enthusiasm for the topic.
2. Displays interest in the topic.
1. Exhibits minimal interest in the topic.

Eye Contact

3. Makes effective eye contact.
 2. Makes some eye contact.
 1. Makes no eye contact.
- (Consider cultural appropriateness.)