

Grade 9

Social Studies Review Package

Canada: Opportunities and Challenges



Social Studies 9: Issues for Canadians...Study Guide for the PAT Final Exam

A. Questions you should be able to answer with specific detail and/or examples using your notes and the textbook as resources:

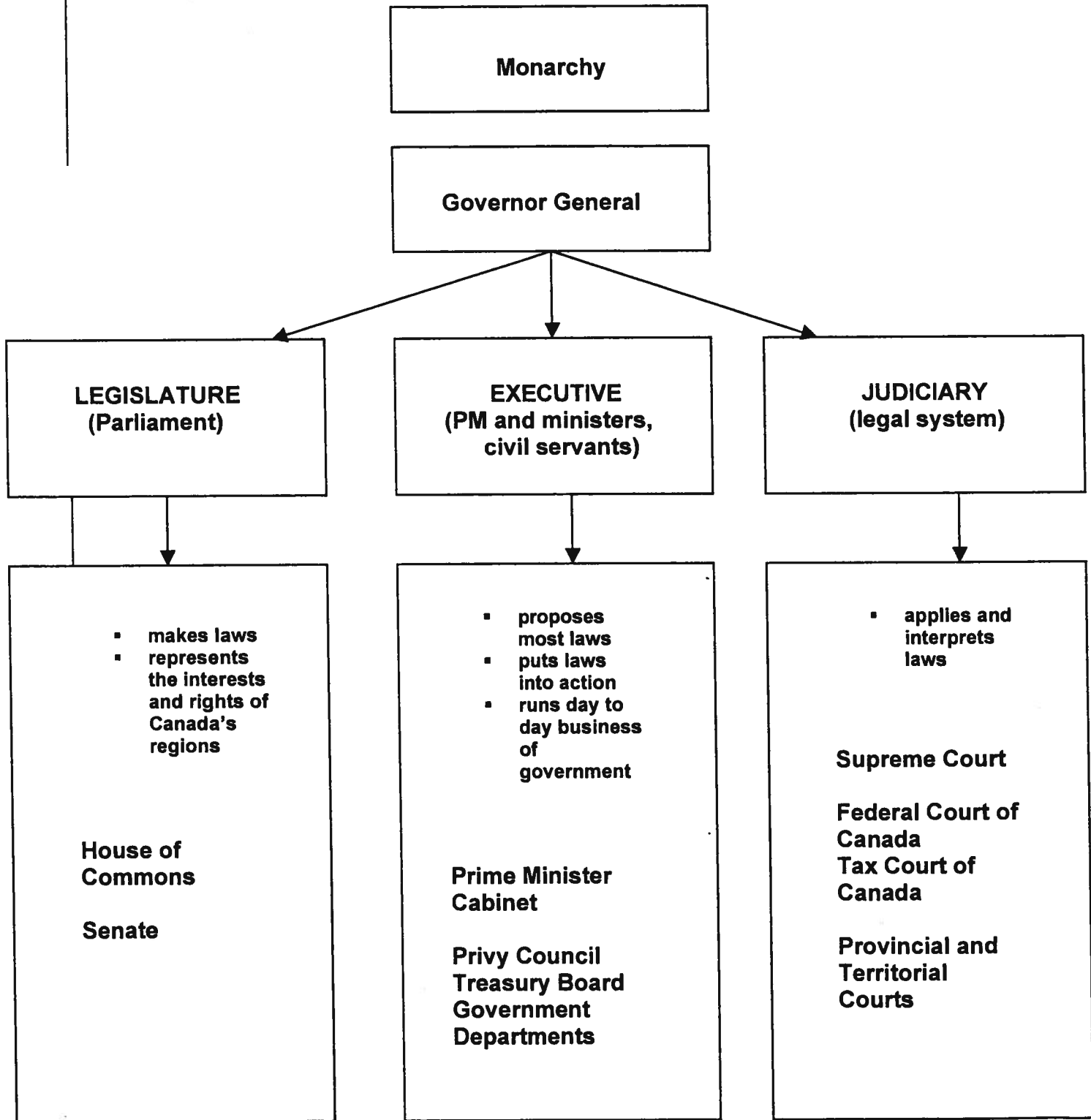
- How are laws passed in the federal political system?
- What is the relationship between the executive, legislative and judicial branches of our federal political system – how do they work together?
- What are the processes used to determine Members of Parliament and Senators?
- To whom are Members of Parliament and Senators accountable?
- What are some ideas for reforming the Senate?
- What is the role of Political parties within our federal political system?
- What is the role of the media to political issues?
- How do lobby groups impact government decision making?
- How do citizens and organizations participate in Canada's justice system? – jury duty, knowing the law, advocacy groups, John Howard Society, Elizabeth Fry Society
- What are citizen's legal roles?
- What are the goals of the YCJA?
- In what ways does the Charter of Rights and Freedoms recognize individual rights in Canada?
- How does the Charter support individuals in exercising their rights?
- How does the Charter affect working conditions (gender, age, race, religion)?
- What is the relationship between rights in the Charter and responsibilities of Canadian citizens?
- How does the Charter recognize collective rights in Canada?
- How does the Charter meet the needs of Francophones in minority settings? In Quebec?
- How do the federal and provincial governments promote the rights of official language minorities in Canada?
- How does the Indian Act recognize the status and identity of Aboriginal peoples?
- How do Treaties 6, 7 & 11 recognize the status and identity of Aboriginal peoples?
- How does the government recognize Métis culture and rights?
- What factors influence immigration policies in Canada?
- How are changes to Canadian policies on immigration and refugees a reflection of world issues?
- What impact does increasing immigration have on Aboriginal communities?
- How are provincial governments able to influence immigration policies?
- How might immigration policies in Quebec strengthen French language in North America?
- How do immigration policies reflect rights guaranteed in the Charter?
- How does Canada benefit from immigration?
- What are the values underlying economic decision making in Canada and the USA?
- What is the relationship between consumerism and quality of life?
- How does consumerism promote opportunities and limitations for quality of life?
- What are the principles of a market economy?
- What are the principles of a mixed economy?
- Why do governments intervene in an economy?
- Why is Canada viewed as having a mixed economy?
- What is the role of the consumer in both market and mixed economies?
- How do market and mixed economies differ in answering the basic economic questions?
- How do market and mixed economies answer the problem of scarcity?
- What are the indicators of quality of life?
- How does marketing (advertising) affect consumerism?
- How does individual consumer behavior impact quality of life (environmental issues for example)?

How can consumerism be used as a powerful tool of a collective? (boycott groups for example)
What are the different regional perspectives on consumerism/economic growth and quality of life?
What societal values underlie the social programs in Canada and the USA?
How do the economic platforms of political parties differ from each other (Liberal/Conservative; Democrat/Republican)?
How is a political party's philosophy reflected in its economic platforms?
How does the underground economy impact the federal and provincial taxes and availability of social programs?
How do government decisions on the environment impact quality of life? (preservation, exploitation and trade of natural resources)

B. Concepts/Terms/Vocabulary:

Aboriginal Peoples	Francophone	Pay equity
Affirm	Fundamental Freedoms	Pension
Anglophone	GHG's	Perspectives
Annuities	Governance	Political candidates
Assimilate	Government	Political Cartoons
Autonomy	Haultain Resolution	Political Issues
Basic economic questions	Health Care	Political party
Bias	House of Commons	Political Portfolio
Bill 101	Identity	Popular vote
Biodiversity	Income Assistance	Private Ownership
Black Market	Indian Act	Prosecution
Boycott groups	Indian Act	Public Ownership
Cabinet Minister	John Howard Society	Publicly funded
Cabinet/Shadow Cabinet	Judicial Branch	Quality of Life
Canadian Charter of Rights and Freedoms	Juror	Red River Resistance
Canadian Film industry	Jury	Regional differences
Citizenship	Justice advocacy groups	Rehabilitation
Civil servants	Kyoto Protocol	Reintegration
Climate Change	Labour Union	Renewable Energy
Collective bargaining	Labour Unions	Republican/Democrat economic differences
Collective Identity	Land Claims	Reserve
Collective Rights	Law is blind	Residential Schools
Community service	Legal Rights	Restitution
Competition	Legislation	Role of consumer
Constituency/riding	Legislative Branch	Scarcity
Constituent	Liberal/Conservative economic differences	Scrip
Constitution	Lobby group	Senate
Consumerism	Majority Government	Senate Reform
Criminal record	Manitoba Schools Act	Senator
Criteria	Market Economy	Sentence
Crown Corporations	Marketing	Sequester
Current Affairs	Media	Social Involvement
Defence	Member of Parliament	Social Programs
Democratic Rights	Métis	Sovereignty
Economic Continuum	Minority Government	Standard of Living
Economics	Mixed Economy	Strikes
Elizabeth Fry Society	Mobility Rights	Supply and Demand
Entrench	Monopoly	Supreme Court judge
Environmental Issues	Multiple Perspectives	Tax Base
Equality Rights	Nation to Nation	Tax Evasion
Ethnocentrism	Nation to Nation agreement	Treaties 6, 7, 8
Executive	Numbered Treaties	Underground Economy
Executive Branch	Official Language Community	Validity
Factors of Production	Official Language Minorities	Victim
Fair and equitable	Official Language Rights	Winnipeg General Strike
Federal Accountability Act	Old Age Security	YCJA
First Nations	Parliamentary Press Gallery	Young offender
FNMI	Patriate	Youth Justice Committee

CANADA'S SYSTEM OF GOVERNMENT



Canadian Charter of Rights and Freedoms

The Charter was first created in 1982, with the *Constitution Act* and cannot be changed without the agreement of the provinces and the federal government.

The rights and freedoms guaranteed by the Charter include:

- **Democratic rights**

- the **right to vote** for the members of the House of Commons and the provincial legislative assembly
- the right to vote for a new government at least **every five years**

- **Fundamental freedoms**

- the freedom to choose your own **religion**
- the freedom to **think** what you want
- the freedom to **share** your thoughts
- the freedom to organize **peaceful** meetings and demonstrations
- the freedom to **associate** with any person or group

- **Mobility rights**

- the right to **enter, stay in or leave** Canada
- the right to move to and earn a living in **any province**

- **Legal rights**

- the right to a **fair and quick public trial** by an impartial court that assumes you are innocent until proven guilty

- **Equality rights**

- the right to expect **no discrimination** or unfair treatment because of race, national or ethnic origin, religion, sex, age or mental or physical disability

- **Official language rights**

- **the right to speak** and be understood in either official language (i.e., English and French) in Parliament, federal courts and the New Brunswick legislature and courts

- **Minority language education rights in certain circumstances**

- the right to have all of their children schooled in the same language as their first child.

Indian Act

The *Indian Act* was established in **1876**. It covers three main areas: **land, membership and local government**. The *Indian Act*:

- combined all previous Indian legislation
- defined Indian status
- gave the Superintendent General control of Indian Affairs.

The *Indian Act* has been changed over the years, often to restrict what Aboriginal peoples could and could not do. For example:

- **in 1884**, the *Indian Act* was changed to outlaw cultural and religious ceremonies, such as the potlatch
- **in 1927**, the Canadian Parliament changed the *Indian Act* to make it illegal for Aboriginal peoples to pay lawyers to prosecute a claim without the consent of the government.

Finally, on **June 28, 1985**, the Canadian Parliament passed **Bill C-31**, an amendment to the *Indian Act*. This bill gave Aboriginal peoples the same rights and freedoms as other Canadians, as described in the *Canadian Charter of Rights and Freedoms*. The bill brought about four major changes:

- removal of discrimination
- restoration of status and membership rights
- more control for Indian bands over their own affairs
- status to Indian women and their minor children who had married non-Indians

Youth Criminal Justice Act

On April 1, 2003, the Youth Criminal Justice Act (YCJA) came into force, replacing the Young Offenders Act. The YCJA is based on the premise that young people should be held responsible for their actions but, as children, should be given the opportunity to mature, learn from their mistakes, accept the consequences of their actions, and make amends. They should be treated differently from adults who are expected to understand and be fully accountable for their actions.

The YCJA states that the criminal justice system for young people (12-17 year olds) must be separate from that for adults and must :-

- address the circumstances behind a young person's offending behaviour
- emphasize rehabilitation and reintegration
- provide fair and proportionate accountability that reflects the reduced level of maturity of young persons, in other words *meaningful consequences*
- provide intervention in a timely fashion
- provide enhanced procedural safeguards to ensure that young persons are treated fairly

Parents, extended families, the community, and social or other agencies may have a chance to be involved in a young person's case. A young person's gender, ethnic, cultural, and linguistic background, special needs, and Aboriginal heritage may be taken into consideration.

- consequences such as counseling and community service may be allowed.
- protects the privacy of young offenders, name cannot be published unless they receive an adult sentence.
- allows most young offenders the opportunity to avoid a criminal record.

Outside Agencies

Elizabeth Fry Societies of Alberta, John Howard Society of Alberta

QUALITY OF LIFE

Understand the difference between *standard of living* and *quality of life*.

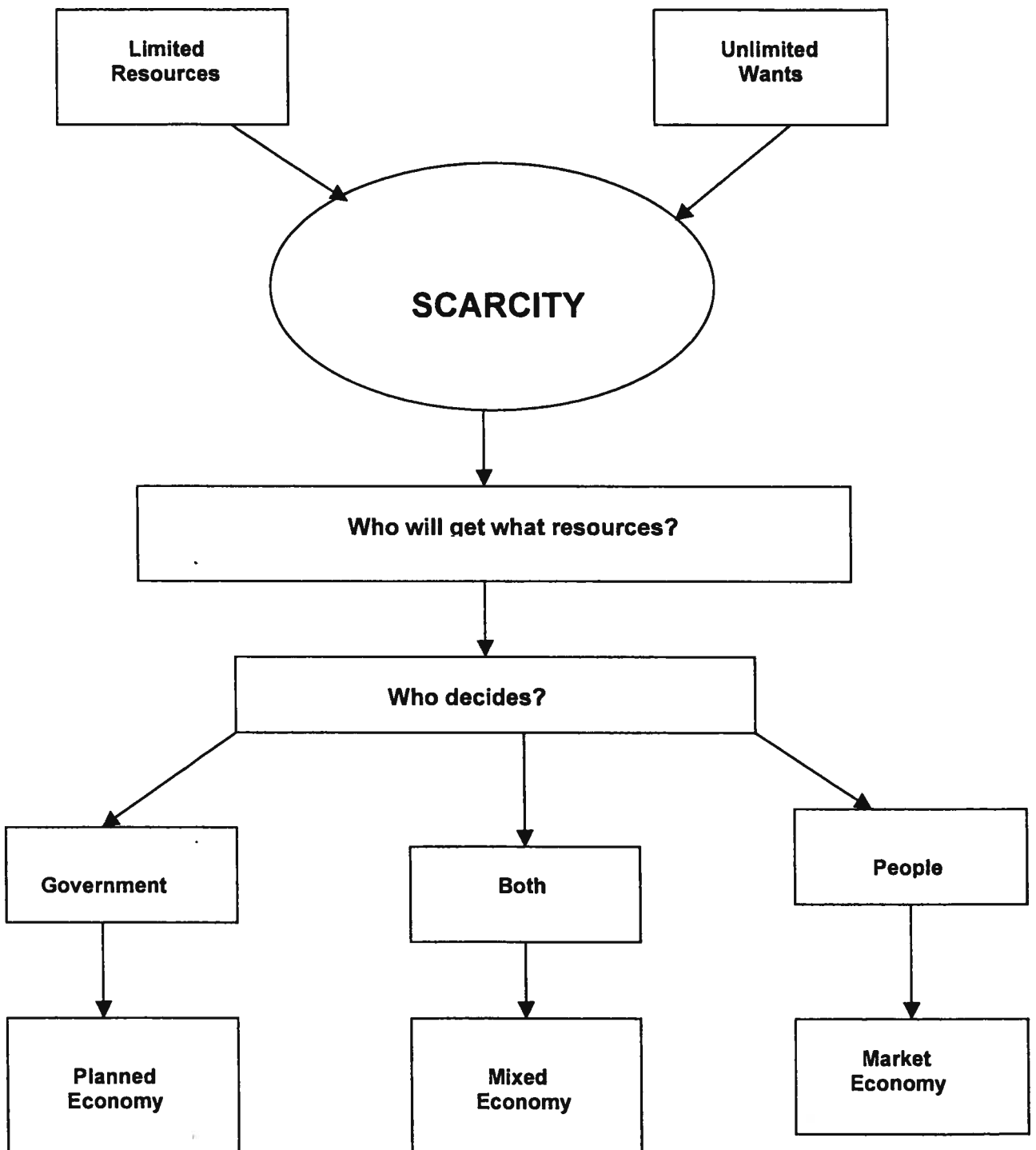
Standard of living is a measure of economic well-being.

Quality of life includes standard of living as well as health, happiness and security.

Factors to consider include but are not limited to the following:

- participation in a democracy
- health care
- education
- environment
- social conditions and programs
- strong connections to one's community
- personal well-being
- economy and employment
- government

People need to be able to meet basic needs. Social programs are in place to support those that live in poverty, have a low income, need low income housing or use food banks.



MIXED AND MARKET ECONOMIES: THE ECONOMIC CONTINUUM

<p style="text-align: center;">Planned Economy</p>	<ul style="list-style-type: none"> • former Soviet Union/China • more government involvement • govt. makes all the decisions about how to solve scarcity • resources are publicly owned • individual consumers have little influence on economic decision making
<p style="text-align: center;">Mixed Economy</p> <p style="text-align: center;">“peace, order and good government”</p>	<ul style="list-style-type: none"> • Canada • public good and cooperation • some resources are publicly owned and some are privately owned • individuals and govt. both make decisions about what to produce • individual consumers and govt. influence decision making • combines private ownership and government control • level of govt. involvement fluctuates depending on which political party is in power
<p style="text-align: center;">Market Economy</p> <p style="text-align: center;">“life, liberty and the pursuit of happiness”</p>	<ul style="list-style-type: none"> • United States • public good and individualism • less government involvement • resources are privately owned • individuals make decisions on how to use resources • individual consumers drive economic decision making by choosing what to buy • consumers make decision on what to buy, businesses succeed if they produce what consumers want, otherwise they fail

	Strengths	Weaknesses
<p>MIXED ECONOMY MIXED MARKET (Canada)</p>	<ul style="list-style-type: none"> ▪ many choices of products ▪ better healthcare ▪ personal freedom ▪ government and citizens make decisions ▪ both competition and cooperation ▪ takes the best of both ▪ social programs ▪ meets supply and demand cycle ▪ private companies ▪ incentives 	<ul style="list-style-type: none"> ▪ people can try to take advantage of the system ▪ it is getting difficult to continue to support social programs due to costs involved ▪ high taxes ▪ scarcity
<p>MARKET ECONOMY (USA)</p> <p>free enterprise capitalism traditional laissez faire</p>	<ul style="list-style-type: none"> ▪ competition ▪ meets supply and demand ▪ low taxes ▪ private companies ▪ benefits are questionable ▪ based on earnings ▪ government has a lot of money ▪ incentives 	<ul style="list-style-type: none"> ▪ no health care ▪ university is not subsidized ▪ inflation causes higher prices ▪ poor social programs ▪ often underfunded and inadequate
<p>COMMAND ECONOMY (Russia, China)</p> <p>Communism centrally planned state controlled</p>	<ul style="list-style-type: none"> ▪ everyone is equal ▪ cooperation ▪ needs are met ▪ treated fairly ▪ everyone has a job ▪ everyone gets paid ▪ very good social programs ▪ i.e. state housing, free dental ▪ government controls everything 	<ul style="list-style-type: none"> ▪ bad working conditions ▪ set wages ▪ people have no say in decision making ▪ goods not produced by supply and demand ▪ not allowed to leave country ▪ no incentives or motivation to do better ▪ high taxes ▪ scarcity