

**Social Studies 9**

**Unit 1: Section 1**

# **Assignment 1**

**File Name: 9ssA1**

**Total Marks: /35 = %**

## **Part A:**

Choose **one** of the following formats to answer the question “**What is your individual identity?**”

- a mind map
  - a poster (Text and images are required.)
  - a video interview (2 to 3 minutes in length)
  - a PowerPoint presentation (Text and images are required.)
- Identify **4 to 5 categories** that will help illustrate your individual identity. Some ideas for topics to include in your presentation are personality, hobbies and interests, values, family, future goals, and extracurricular activities. You may use these categories if you wish, or you may create your own.
- Then, add **2 to 3 details** for each of the categories you have identified.
- Identify **two** collective groups to which you belong. For example, perhaps you belong to a sports team or a community group such as 4H.

For **each** group to which you belong, you will address the following points. Brackets are provided on the following page for your responses.

- describe its purpose
- describe its traditions
- describe how you are included
- explain how belonging to a collective contributes to your individual identity

You may include photographs, sketches, and slogans in your presentation. You **must** include explanations to address the above requirements.

Read the scoring criteria below to ensure your understanding of how your presentation will be evaluated.

If you are unsure how to submit your presentation, please contact your teacher.

Type your information about collective groups below.

**Scoring Criteria: (15 marks)**

<b><i>Your presentation . . .</i></b>	<b><i>Exploration (10 marks)</i></b>	<b><i>Communication (5 marks)</i></b>
<b>5 Excellent</b>	<ul style="list-style-type: none"><li>• is thoughtful and detailed</li><li>• shows a perceptive understanding of individual and collective identities</li></ul>	<ul style="list-style-type: none"><li>• is engaging and makes highly effective use of the medium</li></ul>
<b>4 Proficient</b>	<ul style="list-style-type: none"><li>• is meaningful and relevant</li><li>• shows effective understanding of individual and collective identities</li></ul>	<ul style="list-style-type: none"><li>• is convincing and makes effective use of the medium (with few errors)</li></ul>
<b>3 Satisfactory</b>	<ul style="list-style-type: none"><li>• is general and straightforward</li><li>• shows acceptable understanding of individual and collective identities</li></ul>	<ul style="list-style-type: none"><li>• is conventional and makes satisfactory use of the medium (Minor errors do not interfere with your message.)</li></ul>
<b>2 Limited</b>	<ul style="list-style-type: none"><li>• is limited and over-generalized</li><li>• shows inadequate understanding of individual and collective identities</li></ul>	<ul style="list-style-type: none"><li>• is weak and makes limited use of the medium (Major errors get in the way of your message.)</li></ul>
<b>1 Poor</b>	<ul style="list-style-type: none"><li>• is irrelevant or inaccurate</li><li>• shows little or no understanding of individual and collective identities</li></ul>	<ul style="list-style-type: none"><li>• is unclear and makes ineffective use of the medium (Many errors obstruct your message.)</li></ul>

**Part B:** Answer the following questions in complete sentences unless directed otherwise in the instructions. Type your responses in the space provided.

1. A) Review the definition of *collective identity* in this workbook. Describe the Canadian collective identity (things all Canadians share). Include **language**, **culture**, and **history** in your response. Be sure to provide specific details for each area. (6 marks)

B) How do **you** participate in the Canadian collective identity? Address **language**, **culture**, and **history** in your response. (3 marks)

2. Read the statements below. For each statement, indicate whether it is *point of view* or *perspective*. (4 marks)

- a) "Language is an important part of a person's identity and culture. Being able to receive instruction at school in French, which is my first language, helps me to learn about my culture. I feel more comfortable when I am able to speak to others in my first language. Having a community of people who also speak my language makes me feel like I belong."
- b) "Voting is an important democratic right. We believe that citizens need to have a say in who represents them in Parliament. People need to take this right seriously and learn about the issues so they can make informed choices on Election Day."
- c) "I think school vending machines should carry healthy food as well as candy bars and pop. Junior High students are mature enough to make their own decisions about what to eat."
- d) "As senior citizens in Canada, we place great value on health care. Having access to medical care as we need it and being able to receive the medications we need without worrying about the financial burden is very important to us."

3. Review the definition of *quality of life* and the factors that contribute to quality of life that you studied in Activity 3. Then, answer the following questions.

A) Excluding family and friends, identify **4 or 5** key elements that contribute to your quality of life. (2 marks)

B) In a paragraph, explain how **each** of your key elements from above is influenced by the government. Be sure to review the scoring criteria below to know how this paragraph will be evaluated. (5 marks)

**Scoring Criteria:**

You have . . .	<i>Relevance of Information</i>
<b>5 Excellent</b>	<ul style="list-style-type: none"><li>• provided thoughtful ideas and thorough explanations</li><li>• provided specific, relevant, and accurate support for your ideas</li><li>• written clearly, accurately, and effectively with well-organized ideas</li></ul>
<b>4 Proficient</b>	<ul style="list-style-type: none"><li>• provided meaningful ideas and appropriate explanations</li><li>• provided relevant and appropriate support for your ideas</li><li>• written in an organized way with effective vocabulary and few errors</li></ul>
<b>3 Satisfactory</b>	<ul style="list-style-type: none"><li>• provided straightforward ideas and general explanations</li><li>• provided general and adequate support for your ideas</li><li>• written satisfactorily (Minor errors do not interfere with the message.)</li></ul>
<b>2 Limited</b>	<ul style="list-style-type: none"><li>• provided limited ideas with simplistic or unrelated explanations</li><li>• provided obvious, simplistic, and/or irrelevant support for your ideas</li><li>• written unclearly with inappropriate vocabulary (Major errors interfere with the message.)</li></ul>
<b>1 Poor</b>	<ul style="list-style-type: none"><li>• provided few or no ideas or explanations</li><li>• provided superficial, irrelevant, or incomplete support for your ideas</li><li>• written unclearly with disorganized ideas (Many errors interfere with the message.)</li></ul>

**Total Assignment: /35 = %**

**Submit your completed assignment for marking.**