Contemporary Canadian Studies 11

Curriculum Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2025

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Contemporary Canadian Studies 11: Curriculum Guide

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Prepared by the Department of Education and Early Childhood Development

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Course Overview

Contemporary Canadian Studies 11 offers an in-depth examination of Canada's multifaceted society, governance, and environmental issues. Examining 1945-present, the course provides students with opportunities to explore our country's cultural, political, and historical landscapes. By fostering competencies in critical thinking, communication, and citizenship, this course prepares students to actively engage with and critically assess contemporary Canadian and global issues, encouraging a deeper understanding of the complexities within Canadian society and its place in the wider world. Using a case study approach, students inquire into six themes:

- Governance and Democracy: Students will explore the Canadian political system, civic engagement, and the significance of the Constitution Act, 1982 for Canadians.
- Economic and Social Equity: Students will explore the interrelationship between economic systems and social inequities, and efforts Canadians have made to create a more equitable society.
- Canada in the Global Context: Students will explore Canada's role on the international stage, exploring its participation in global agreements and responses to international crises.
- Canadian Identity and Multiculturalism: Students will explore Canada's diverse society, including factors that influence national identity and the contributions of African Canadians.
- Environmental Sustainability: Students will explore environmental issues, sustainability, and the role of individuals and communities in preserving the environment.
- Indigenous Perspectives and Reconciliation: Students will explore the rich histories and contributions of the Mi'kmaq and other Indigenous peoples, examining their relationships with the land, the impact of colonization, and efforts toward reconciliation and cultural revitalization.

Through the development of an independent research project, *Contemporary Canadian Studies 11* equips students with critical thinking, communication, and research skills, fostering an appreciation for Canada's legacy and challenges. Through analysing primary and secondary sources, learners will think critically about significant events that have shaped Canada, preparing them for informed and active participation in Canadian democracy.

Essential Graduation Competencies

Essential Graduation Competencies reflect the attitudes, skills, and knowledge that prepare students to successfully participate in lifelong learning and life/work transitions.

Citizenship	Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental, and social issues; make decisions and judgments; solve problems; and act as stewards in a local, national, and global context.
Communication	Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.
Personal-Career Development	Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Creativity and Innovation	Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.
Critical Thinking	Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.
Technological Fluency	Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Treaty Education in Nova Scotia

Since 2015, the government of Nova Scotia has had a memorandum of understanding (MOU) establishing a Treaty Education Initiative between the Province of Nova Scotia and the Mi'kmaw communities in the province. This MOU defines Treaty Education as follows:

Treaty Education - Refers to the development and implementation of a greater understanding of inherent Aboriginal rights of the Mi'kmaq and the shared treaties as both historical and living agreements, which have ongoing rights, responsibilities and implications. It refers to the education of all citizens of Nova Scotia on the existence of the Treaties, their importance as the foundation of relationship building between Mi'kmaw and all other Nova Scotians and the Treaties' value to Nova Scotia's society, as it relates to the expression of Mi'kmaq traditions, culture and heritage, in both historical and contemporary contexts.

In this agreement the parties agree to "support Mi'kmaw schools and provincial school authorities to increase knowledge, develop resources and increase awareness for all Nova Scotia students and teachers at all grades". As part of Nova Scotia's ongoing commitment to Treaty Education, renewed curriculum includes opportunities for all students to learn about the Mi'kmaw and other Indigenous Peoples in meaningful ways.

Understanding the African Nova Scotian Framework: Building Inclusive Learning Spaces

The African Nova Scotian Framework (2018) reminds us that integrating diverse narratives strengthens learning experiences and fosters a sense of belonging for all students. The framework guides the development of a renewed curriculum to ensure that students can learn more about the rich histories, contributions, and lived realities of the members of Black communities in Nova Scotia and beyond. The *Contemporary Studies 11* curriculum includes concepts focused on African Nova Scotian (ANS) and African Canadian (AC) communities. Exploring the experiences and perspectives of African Nova Scotians and African Canadians allows students to gain a fuller understanding of Nova Scotia and Canada's history while encouraging critical thinking about resilience, justice, and equity.

In this course, students can see how ANS and AC individuals and communities have shaped Nova Scotia and Canada, contributing to the social, cultural, and economic fabric of society.

Approaches to Teaching

Welcome to Contemporary Canadian Studies 11!

This course takes a unique and dynamic approach to understanding Canadian history and society. The design of the course emphasizes the methodology of history, encouraging students to explore and integrate multiple perspectives on historical events. This integrated approach allows students to explore a richer, more inclusive story that reflects the diverse experiences of Canadians. *Contemporary Canadian Studies 11* aims to foster critical thinking, challenging students to question, analyse, and understand the complex narratives that shape our nation.

In *Contemporary Canadian Studies 11*, the approach to assessment and instruction is rooted in fostering an inclusive, inquiry-based learning environment where all students can thrive. Guided by the principles of a Multi-Tiered System of Supports (MTSS), teachers can provide access to learning through intentional planning, explicit instruction, and meaningful differentiation. This approach ensures every learner has the tools they need to succeed while being challenged to think critically and engage deeply with course content.

Inclusive Education: Creating Equitable Learning Environments

Inclusive education ensures that every student feels safe, valued, and supported, fostering a sense of belonging in the classroom. Fostering an inclusive learning environment means:

- Every student, regardless of background, ability, or identity, has access to high-quality instruction, resources, and support. Teachers use strategies that account for diverse learning needs, promoting success for all learners.
- Teaching practices connect students' social, cultural, family, and linguistic backgrounds to their learning experiences. For example, students explore Canada's history and identity through the diverse voices and contributions of the people and communities who have shaped our country.
- Students are encouraged to see themselves reflected in the curriculum, resources, and learning activities. This supports students in feeling valued and strengthens their engagement with the material.

Culturally Responsive Pedagogy (CRP)

Culturally responsive pedagogy connects what students are learning in their classrooms to their home language, culture, family, and social backgrounds, and values those experiences. A culturally and linguistically responsive learning environment makes learning more relevant, engaging, and accessible for all students. In practice, CRP involves:

- Building relationships: Understanding students' backgrounds, experiences, and ways of learning to create an inclusive and supportive classroom environment. This requires ongoing dialogue, active listening, and a willingness to learn from students and their communities.
- Integrating diverse perspectives: Incorporating historically marginalized voices and perspectives, lived experiences, and multiple worldviews to enrich discussions and analysis. This includes addressing issues of power and privilege within the classroom to ensure students have a holistic understanding of issues and events.
- Connecting learning to students' lives: Designing learning experiences that relate to students' cultural contexts, contemporary issues, and community knowledge. This gives students a voice in the classroom, allowing them to explore issues that are important to them and their communities.
- Using responsive teaching methods: Employing instructional strategies that allow for multiple ways of learning, demonstrating understanding, and engaging with content. This allows for a more inclusive and equitable learning environment for all students.

In *Contemporary Canadian Studies*, CRP supports student inquiry into Canada's past and present by helping them see themselves in the narratives explored, critically examine perspectives, and engage with the lived realities of diverse communities. It encourages students to connect historical and contemporary issues to their own experiences, fostering deeper reflection and meaningful learning to promote engaged citizenship.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a proactive framework for instruction that considers the diversity of students in the classroom within the lesson design to engage all students with the learning. It aims to provide multiple ways for students to engage with the curriculum, access information, and demonstrate their understanding. The key principles of UDL are:

- Multiple Means of Engagement: address students' interests, motivations, and connections to the learning.
- Multiple Means of Representation: Present content in different ways to account for different learning needs (e.g., video/audio, discussion, readings).
- Multiple Means of Expression: Provide varied ways for students to demonstrate their understanding over the course (e.g., essays, presentations, podcasts, creative expression).

By embedding flexibility and accessibility into instruction from the start, UDL supports the universal design of Tier 1 instruction within the MTSS framework.

MTSS: Strategies to Meet Students' Needs

Differentiation is a cornerstone to ensuring that every student can access and engage with the material with supports that meet their learning needs. Differentiation involves recognizing patterns by identifying groups of students with similar needs and adjusting instruction to provide appropriate supports for those groups. For example, a teacher may identify that a group of students needs further support with chronological thinking and provide them with a timeline or other graphic organizer to help them sequence events. In an MTSS framework, differentiation includes:

- Tier 1 Strategies: Universal supports such as graphic organizers, clear rubrics, and guided practice for all students.
- Tier 2 Strategies: Targeted supports, such as small group instruction, for students who need additional guidance.
- Tier 3 Strategies: Individualized plans and intensive support for students with specific learning needs.

Practical differentiation strategies include tiered assignments, flexible grouping, and when appropriate, offering multiple ways for students to demonstrate their learning, such as research papers, presentations, or creative projects.

Assessment: Supporting Growth and Understanding

Assessment of student learning in relation to outcomes uses evidence gathered from conversations, observations, and products to support student growth and guide teacher planning and instruction. Assessments such as reflective journals, class discussions, and peer feedback provide ongoing insights into student progress and guide instructional decisions. Through defined success criteria and teacher feedback, students have a clear idea of how they are progressing in their learning and where to go next. Final assessments, such as project-based assignments and presentations, allow students to demonstrate their learning in relation to outcomes in meaningful ways. Key considerations in developing assessments include:

- Align Assessments with Outcomes: ensure every assessment directly measures one or more course outcomes.
- Evidence of Learning (Conversations, Observations, and Products): Gather evidence through a balance of:
- *Conversations*: Discussions with students that reveal their understanding and reasoning.
- *Observations*: Noting how students use skills and apply knowledge and understanding.
- *Products*: Written or created work such as essays, presentations, or projects.
- Focus on Growth and Progress: Provide ongoing feedback to help students understand where they are in their learning and what the next steps are.
- Use Defined Success Criteria: Share clear criteria with students before they begin assessments. This helps them to understand what success looks like and aligns their efforts with the outcomes.

Gradual Release of Responsibility

The Gradual Release of Responsibility (GRR) framework is a key instructional strategy used to support students in becoming more independent over time. This approach systematically shifts responsibility for learning from the teacher to the student, helping students develop the confidence and skills needed for independent inquiry and critical thinking. By moving through clear instructional phases, GRR ensures all students have the scaffolding they need to succeed.

GRR includes four distinct phases when helping students learn new skills:

- Explicit Instruction and Teacher modeling: The teacher explicitly demonstrates skills, strategies, or processes. For example, a teacher might model how to analyse a primary source, or how to develop a strong inquiry question.
- Guided Practice: The teacher and students work together to apply the modelled skills or strategies. The teacher provides immediate feedback as the students practice the skill/process. For example, the class might read an article collaboratively, and then the students identify the important information with teacher guidance.
- Collaborative Practice: Students work with their peers to deepen their understanding and apply skills in a group setting. The teacher acts as facilitator, monitoring progress and providing feedback. For example, small groups might investigate different aspects of a case study, synthesizing their findings to prepare for a class discussion.
- Independent Practice: The students apply what they have learned independently. This allows for students to demonstrate their skills, with the teacher providing individual feedback. For example, a student might independently research a topic and present their findings in a written report.

Explicit Instruction: Building the Foundation

Explicit instruction is central to supporting all students as they develop knowledge, understanding, and skills throughout the course. By clearly modeling and explaining skills and concepts through the Gradual Release of Responsibility, teachers provide students with the strong foundation necessary for success in inquiry-based and project-based learning.

In addition, explicit instruction is essential for teaching background knowledge and discipline-specific vocabulary, which are critical for supporting students' understanding and retention of course content. For instance, before students analyse primary sources, teachers can explicitly define key terms, explain historical context, and demonstrate analytical strategies. This scaffolding ensures students can confidently engage with new material.

Building Background Knowledge

Building background knowledge is essential for helping students engage deeply with the content of *Contemporary Canadian Studies 11*. It is important to differentiate between prior knowledge - knowledge of a topic that students bring with them to the classroom - and background knowledge that is explicitly taught. Background knowledge provides the context students need to comprehend new material, make connections across topics, and critically evaluate complex ideas. Research shows that students with stronger background knowledge are better able to interpret evidence, understand vocabulary, and retain information. Teachers can use strategies such as:

- Pre-teaching concepts and vocabulary: Introduce key terms, ideas, and events before tackling new material.
- Connecting to prior learning: Have students share what they know about the topic from earlier grades.
- Multimedia resources: Use videos, infographics, or podcasts to provide accessible overviews of complex topics.
- Scaffolded Readings: Provide excerpts from primary and secondary sources with guiding questions to help students extract key ideas.

Vocabulary Instruction: Enhancing Comprehension

Understanding and using academic- discipline-specific vocabulary is crucial to support students' knowledge, understanding, and skill development. Vocabulary instruction is most effective when it is provided within the context of learning. Teachers can use strategies such as:

- Pre-teaching vocabulary: Introducing terms before diving into new content to reduce cognitive load.
- Contextual learning: Encouraging students to infer the meaning of new vocabulary using evidence from the text.
- Reinforcement activities: Incorporating vocabulary into discussions, writing tasks, and assessments.

Integrating Multiple Perspectives

At the heart of *Contemporary Canadian Studies 11* is a commitment to integrating multiple perspectives, helping students develop a deeper understanding of the issues and events that have shaped Canada and creating a richer narrative of Canadian history. Students explore how diverse communities—such as Indigenous peoples, settlers, and newcomers —have shaped and been shaped by Canada's development. This integrated approach encourages students to critically analyze how historical events have been experienced differently across time and by various groups, deepening their understanding of those events.

Instructional Strategies in Focus

Inquiry-Based Learning

What is Inquiry-Based Learning?

Inquiry-Based Learning (IBL) is a student-centered approach that encourages curiosity, critical thinking, and evidence-based exploration. IBL invites students to ask meaningful questions, investigate topics, analyze evidence, and draw informed conclusions. By fostering active engagement, IBL helps students in *Contemporary Canadian Studies 11* understand the complexities of Canadian society and history while making connections to contemporary issues and the broader world.

Educational research highlights the significant benefits of IBL for student learning:

- IBL promotes a deeper understanding of concepts beyond memorization through active problem-solving and analysis.
- IBL strengthens key competencies such as analytical thinking, creativity, and communication.
- Questions and real-world connections make learning more engaging and meaningful.

Effective IBL requires a gradual release of responsibility, where teachers guide students from teacher-led investigations to independent inquiries. This ensures that students develop the foundational skills and confidence needed for meaningful, self-directed learning.

Why Use IBL in Social Studies?

In today's world, students need more than factual knowledge; they need the ability to critically examine complex social, political, and historical issues. IBL equips students to become informed, active citizens capable of analyzing evidence, considering diverse perspectives, and making thoughtful decisions. By integrating IBL into your teaching, teachers empower students to take ownership of their learning while preparing them to engage meaningfully with the challenges and opportunities of Canadian and global societies.

Social Studies Methods

What are social studies methods?

Social studies methods are the tools, approaches, and strategies used to investigate and understand the social, political, economic, and cultural aspects of human societies. These methods draw on the disciplines within social studies—history, geography, political science, economics, and sociology to help students critically analyze complex issues, interpret evidence, and engage meaningfully as informed citizens.

Key Social Studies Methods

Social studies methods empower students to think critically about their world and their role within it, fostering informed and active citizenship. Below are some of the key methods used in social studies, along with examples of how they can be applied in the classroom:

Method	Example
Inquiry-Based Learning (IBL) *Focuses on student-driven exploration of engaging questions.*	Students might investigate the question, "How are Canadians responding to the growing threat of climate change?" by analyzing primary and secondary sources, such as political speeches, maps, newspaper articles, and government policies.
Source Analysis *Involves examining and interpreting primary and secondary sources to understand historical and contemporary events.*	Students could analyse historical treaties, Supreme Court decisions and oral histories to explore contemporary land claims.
Case Studies *Allow students to dive deeply into specific examples of events to better understand broader themes.*	Exploring how Canadian veterans and others have advocated for disability rights in Canada helps students connect past advocacy to contemporary equity issues.
Comparative Analysis *Involves comparing different time periods or events to identify similarities, differences, and patterns.*	Students could compare Canada's responses to different humanitarian crises to explore the evolution of Canada's role on the international stage.
Mapping and Spatial Analysis *Uses maps and geographic tools to investigate the relationships between people, places and environments.*	Students could create a map showing land use conflicts in Canada, such as pipeline development or protected areas, to explore the intersection of geography and environmental justice.
Critical Media Literacy *Focuses on analyzing media sources for bias, perspective, and reliability to determine historical perspectives.*	Students could evaluate how different news outlets cover Indigenous land rights, identifying varying narratives and stakeholder interests.
Debate and Discussion *Structured debates and discussions allow students to engage with multiple perspectives, articulate their own viewpoints, and practice respectful dialogue.*	Students could participate in a classroom debate about Canada's role in international peacekeeping.
Civic Engagement *Projects These projects connect classroom learning to real-world action, encouraging students to apply their knowledge to effect change.*	Students might research a local issue, such as affordable housing, and propose solutions to community leaders.

The Historical Method

What is the historical method?

The historical method is the process historians use to investigate, interpret, and analyse the past. It involves critically examining evidence to construct arguments, identify patterns, and understand how events, people, and ideas have shaped the present. By learning the historical method, students develop skills in critical thinking, research, and evidence-based reasoning.

Steps of the Historical Method

The steps of the Historical Method support Inquiry-Based Learning by encouraging students to find evidence that supports their response to a question in history.

Step 1: *Ask questions*	Historical inquiry begins with asking compelling questions such as "How have Canada's international peacekeeping efforts evolved over time?" By framing investigations with meaningful questions, students focus their inquiry and connect past events to broader themes.
Step 2: *Gather Evidence*	Students collect evidence from both primary sources (e.g., photographs, treaties, diaries) and secondary sources (e.g., scholarly articles, documentaries). Teachers can guide students in evaluating the reliability, bias, and limitations of these sources.
Step 3: *Analyse and Interpret*	Students analyze evidence to identify patterns, relationships, and perspectives. For example, they might compare different accounts of the same historical event to uncover varying interpretations.
Step 4: *Construct an Argument*	Using the evidence they've analysed, students develop a reasoned argument to answer their initial question. This step reinforces critical thinking and communication skills, whether in the form of essays, presentations, or debates.
Step 5: *Communicate Findings*	The final step is sharing their conclusions in a format that allows reflection and discussion. Students might create timelines, podcasts, or exhibits that communicate their findings to others.

Teaching the Historical Method

In *Contemporary Canadian Studies 11*, the historical method is an essential tool for helping students engage critically with Canada's past. Here are examples of how it can be applied:

- Analyzing Sources: Students can investigate a variety of primary and secondary sources related to topics they are exploring to gather evidence about the past.
- Evaluating Historical Debates: Students can explore differing perspectives on a key event, such as the patriation of the Constitution, to better understand the motivations and compromises involved.
- Constructing Narratives: Using evidence, students can build a narrative about Canada's evolving role in international peacekeeping, analyzing how it reflects shifting national priorities.

By using the historical method, students not only gain a deeper understanding of Canada's history but also develop transferable skills in critical thinking, research, and evidence-based analysis.

The Research and Writing Processes

What are the research and writing processes?

The research and writing processes are integral to Contemporary Canadian Studies 11, enabling students to investigate questions, analyze evidence, and articulate their findings clearly and effectively. These processes not only deepen students' understanding of social studies content but also develop critical skills in inquiry, argumentation, and communication.

The Research Process

The research process teaches students to approach problems systematically, helping them move from curiosity to informed conclusions. Steps include:

1. Identifying a Research Question: Students begin by framing a compelling question related to a course outcome, such as "What role has Canada played in global humanitarian aid initiatives?"
2. Gathering Evidence: Students use a variety of sources, including course texts, academic articles, and primary documents, to gather relevant information.
3. Evaluating Sources: Students critically assess the credibility, bias, and relevance of their sources.
4. Synthesizing Information: Students organize their findings to identify key themes and patterns.

The Writing Process

Regardless of which format students use to communicate their findings, the writing process allows students to synthesize their research and communicate their findings effectively. The process includes:

1. Planning and Outlining: Students organize their ideas, focusing on their argument and the evidence that supports it.
2. Drafting: Students develop their ideas in a structured format, whether it's an essay, a presentation, or another format.
3. Revising and Editing: Students refine their work to improve clarity, coherence, and style. Peer feedback can play an important role in this stage.
4. Presenting and Reflecting: Students share their work and reflect on their learning, reinforcing both content knowledge and skills.

Supporting Research and Writing

Teachers can support students by:

- Providing clear rubrics and exemplars that outline expectations.
- Scaffolding each stage of the process to ensure students stay on track.
- Offering targeted mini lessons, such as how to write a strong thesis statement or how to cite sources properly.
- Providing on-going feedback to support effective research and writing.

Skill Development in Contemporary Canadian Studies 11

The Contemporary Canadian Studies 11 curriculum emphasizes a range of skills that prepare students to think critically, communicate effectively, and engage meaningfully as informed citizens. You will find the skills below in course outcomes and indicators.

Analyse *Students consider the nature or structure of concepts, deconstructing them into component parts to understand or explain them.*	*Example*: Students might analyse the factors that led to the patriation of the Constitution, breaking down political, social, and cultural elements.
Compare *Students observe, identify similarities and differences, interpret relationships, and communicate findings.*	*Example*: Students could compare Canada's responses to humanitarian crises over time, identifying how its role on the global stage has evolved.
Evaluate *Students offer a critical review of an idea, argument, or event by considering its strengths and limitations.*	*Example*: Students might evaluate the effectiveness of environmental policies in addressing sustainability challenges.
Formulate *Students brainstorm, prioritize, refine, and evaluate ideas to develop focused topics of inquiry.*	*Example*: Students could formulate research questions about the impact of multicultural policies on Canadian identity.
Implement *Students carry out processes, strategies, or plans to achieve specific goals.*	*Example*: Students might implement the research process to investigate land use conflicts in Canada.
Interpret *Students use knowledge and understanding to draw conclusions from given information.*	*Example*: Students could interpret a variety of primary sources to establish historical perspectives about the residential school system.
Investigate *Students gather accurate and relevant information to examine and better understand concepts.*	*Example*: Students might investigate the role of veterans' organizations in advancing disability rights in Canada.
Justify *Students support conclusions based on valid evidence.*	*Example*: Students could justify their position on Canada's participation in international agreements, using evidence from historical and contemporary sources as part of a research project.
Question *Students consider arguments, perspectives, or issues in ways that uncover assumptions, biases, or underlying relationships.*	*Example*: Students might question how media narratives influence public perceptions of Canadian identity.
Reflect *Students engage deeply with experiences and/or concepts by asking questions, examining ideas, evaluating perceptions, and synthesizing insights.*	*Example*: Students might reflect on their learning about reconciliation, considering how their perspectives evolved through class discussions and research.
Synthesize *Students combine evidence and information to form a holistic understanding of concepts or issues.*	*Example*: Students could synthesize multiple perspectives on Canada's role in the Ottawa Treaty to construct an integrated argument.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Rationale

Indigenous peoples are the original inhabitants of the land that is now Canada. The Mi'kmaq have been in Mi'kma'ki since time immemorial. The phrase "since time immemorial" represents the interconnections the Mi'kmaq and other Indigenous people have had with their ancestral lands since time beyond memory. They have a rich culture that continues to both shape and reflect their lives. Over time, through colonization, assimilationist policies like the Indian Act profoundly impacted Mi'kmaw and other Indigenous peoples' abilities to express their cultures. As a result, Indigenous communities have had to work to protect, reclaim, and revitalize their cultural practices. Since 1945, shifting political and social contexts have led to opportunities for Indigenous peoples to reclaim the complex and diverse social, political, economic, and cultural systems that existed before contact with settlers. Learners will explore the rich, complex cultures of Mi'kmaw and other Indigenous peoples in Canada. As Canadians work toward reconciliation, it is important for learners to recognize the cultural diversity within the Indigenous landscape. Through inquiry, learners will investigate the commonalities that connect Indigenous cultures as well as the historical and contemporary differences that exist between cultures. Learners will analyze the interconnective relationship Mi'kmaw and other Indigenous peoples have with the land and how that relationship has shaped Indigenous cultures.

Indicators

- Compare expressions of culture common across Indigenous cultures
- Investigate the ways in which Mi'kmaw and other Indigenous peoples' interconnective relationships with the land are reflected in their cultures
- Analyse the continuing effects of colonization on Mi'kmaw and other Indigenous cultures in Canada
- Investigate the roles spiritual practices play in Mi'kmaw and other Indigenous cultures
- Evaluate the effectiveness of methods Mi'kmaw and other Indigenous peoples are using to protect, reclaim, and revitalize their cultural identities

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Identify and explain key cultural expressions in Mi'kmaw and other Indigenous cultures.
- Describe how interconnectivity with the land shapes cultural practices and traditions.
- Articulate how colonization disrupted cultural practices and traditions, using specific examples.
- Identify efforts to protect, reclaim, and revitalize Indigenous cultures.

Understanding

- Demonstrate awareness of the diversity among Indigenous cultures and recognize shared elements.
- Explore the ongoing effects of colonization on cultural identity and expression.
- Explain how land and environment influence worldview and identity in Indigenous cultures.
- Explain how revitalization efforts strengthen cultural identity and community.
- Consider the historical and contemporary contexts that influence cultural diversity and complexity.

Skill: Reflect

- Ask questions: generate questions about cultural expressions, practices, and related topics such as traditions, ceremonies, and worldviews.
- Examine ideas and information: explore different sources about Mi'kmaw and other Indigenous cultures, including their complexity, diversity, and resilience.
- Consider perceptions and perspectives: reflect on how different personal and societal views influence understanding of Indigenous cultures and reconciliation.
- Synthesizes ideas and perspectives: connect the cultural richness of Indigenous peoples to broader concepts like equity, respect, and reconciliation.
- Communicate the impact of the reflection process: articulate how learning about Indigenous cultural diversity has influenced personal understanding and thinking.

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners will reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki.
Social Studies 8	Learners will reflect on 20th and 21st century Indigenous experiences in Canada.
Citizenship 9	Learners will evaluate key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Identification of Cultural Expressions	▪ Recognizes and identifies diverse cultural expressions (e.g., symbols, practices, language) within Mi'kmaw and other Indigenous cultures. ▪ Recognizes shared elements across Indigenous cultures and their significance.
Understanding of Historical and Contemporary Context	▪ Shows awareness of how historical events (e.g., colonization, the Indian Act) shaped and impacted cultural expressions. ▪ Explains ongoing efforts by Indigenous communities to protect, reclaim, and revitalize cultural practices.
Analysis of Interconnectivity	▪ Analyzes how Indigenous relationships with the land influence cultural expressions and practices. ▪ Examines the methods Mi'kmaw and other Indigenous peoples have used to protect, reclaim, and revitalize culture.
Reflection on Complexity and Diversity	▪ Provides thoughtful reflection on the richness and variety of Indigenous cultures, considering both shared elements and unique characteristics. ▪ Reflects on the role of reconciliation and decolonization in supporting cultural preservation and growth.

Assessing the Outcome - Sample Suggestion:

Understanding Indigenous Cultures: A Research Presentation

Overview for Teachers:

Students research and create a multimedia presentation (e.g., slideshow, video, or infographic) that explores key elements of Mi'kmaw and other Indigenous cultures, focusing on diversity, interconnectivity with the land, the impacts of colonization, and efforts at cultural revitalization. The presentation will include specific examples, analysis, and connections to reconciliation efforts.

Presentation Format:

Students will present their multimedia project to the class or submit a recorded version if needed. A Q&A session or class discussion could follow to deepen understanding and engagement.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.				
Expressions of Culture	Interconnective Relationships	Effect of Colonization	Spiritual Practices	Protecting, Reclaiming and Revitalizing

Indicator 1.1 Compare expressions of culture common across Indigenous cultures

This is about:

Comparing and contrasting the cultural expressions found in various Indigenous cultures to deepen students' understanding of connections between cultures, as well as what makes each culture unique.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content. Embedding vocabulary and background knowledge instruction into your lessons proactively reduces barriers to learning, promotes inclusive practices, and enhances student engagement.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Culture	Revitalization
Identity	Oral Tradition
Cultural Expression	Ceremony
Traditions	Elder
Symbols	Sacred

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Commonalities among Indigenous cultures such as connections to the land, oral traditions, spiritual practices
- Diversity Between Nations by highlighting distinct traditions unique to each nation, languages, cultural expressions
- Oral Traditions and the roles of stories, songs and teachings in preserving and passing down knowledge
- Mi'kmaw and other Indigenous Peoples' relationships with land how land shapes cultural practices and expressions, seasonal cycles

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 1.1 Compare expressions of culture common across Indigenous cultures

Ongoing Assessment: What am I looking for?

Students can:

- Identify and accurately describe cultural expressions from various Indigenous cultures
- Clearly explain similarities and differences between cultural expressions
- Clearly explain how cultural expressions are shaped by land, environment, or worldview
- Use accurate information from reliable sources to support comparisons

Suggestions for Teaching and Learning

- Use maps and other visual aids to familiarize students with Indigenous territories and cultural expressions
- Use an inquiry question to encourage comparison thinking. E.g., How are common cultural symbols and practices used or expressed differently by Indigenous peoples?
- Model comparison thinking using a familiar analogy (e.g., comparing different types of music)
- Introduce graphic organizers like Venn diagrams or T-charts to visually structure comparisons
- Share short excerpts from Indigenous stories, poems, or articles that highlight cultural practices.
- Create a gallery walk with images of cultural artifacts for students to explore.
- Have students create a collage that represents cultural expressions common across Indigenous cultures and explain how these elements highlight both similarities and unique expressions within and across cultures.
- In groups, have students research cultural expressions found in a particular Indigenous culture (e.g., Mi'kmaw, Cree, Inuit). They share their findings with the class. Based on each group's findings, lead a class discussion to identify similarities and differences.

Suggestions for Ongoing Assessment: How can I gather evidence?

Comparative Graphic Organizer

What it looks like:

- Students complete a Venn diagram or T-chart comparing one cultural expression (e.g., ceremonies, storytelling, or symbols) across two Indigenous cultures, such as the Mi'kmaq and the Haudenosaunee.

Reflective Written or Oral Comparison

What it looks like:

- Students write a paragraph or present a brief oral reflection comparing two cultural expressions, explaining both their shared significance and unique characteristics.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.				
Expressions of Culture	**Interconnective Relationships**	Effect of Colonization	Spiritual Practices	Protecting, Reclaiming and Revitalizing

Indicator 1.2 Investigate the ways in which Mi'kmaw and other Indigenous peoples' interconnective relationships with the land are reflected in their cultures

This is about:

Exploring the relationship between land and cultural expression in Mi'kmaw and other Indigenous cultures, emphasizing how geography, resources, and worldview influence traditions, practices, and identity.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Interconnectivity	Seasonal Cycles
Land-based knowledge	Stewardship
Traditional Territory	Cultural practice

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Mi'kmaw concepts of interconnectivity and the importance of land to identity and practices.
- Examples of land-based knowledge, such as hunting, fishing, and agriculture.
- Seasonal cycles and their relationship to cultural traditions (e.g., ceremonies, stories, and teachings).
- Indigenous ways of being that emphasize balance, sustainability, and stewardship.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 1.2 Investigate the ways in which Mi'kmaw and other Indigenous peoples' interconnective relationships with the land are reflected in their cultures

Ongoing Assessment: What am I looking for?

Students can:

- Describe specific ways land influences cultural expressions in Mi'kmaw and other Indigenous cultures.
- Explain how cultural practices are shaped by seasonal patterns.
- Use examples to demonstrate how interconnectivity with the land shapes traditions and practices.
- Explore sources to understand Indigenous perspectives on their relationship with the land.

Suggestions for Teaching and Learning

- Use maps and other visual aids to familiarize students with Indigenous territories and cultural expressions
- Use an inquiry question to encourage comparison thinking. E.g., How are common cultural symbols and practices used or expressed differently by Indigenous peoples?
- Model comparison thinking using a familiar analogy (e.g., comparing different types of music)
- Introduce graphic organizers like Venn diagrams or T-charts to visually structure comparisons
- Share short excerpts from Indigenous stories, poems, or articles that highlight cultural practices.
- Create a gallery walk with images of cultural artifacts for students to explore.
- Have students create a collage that represents cultural expressions common across Indigenous cultures and explain how these elements highlight both similarities and unique expressions within and across cultures.
- In groups, have students research cultural expressions found in a particular Indigenous culture (e.g., Mi'kmaw, Cree, Inuit). They share their findings with the class. Based on each group's findings, lead a class discussion to identify similarities and differences.

Suggestions for Ongoing Assessment: How can I gather evidence?

Reflective Journal Entry	Presentation or Infographic
What it looks like: ▪ Students write about how Indigenous relationships with the land compare to other cultures or their own experiences.	What it looks like: ▪ Using evidence from their research, students create a visual representation of how seasonal cycles influence Indigenous cultural practices.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.				
Expressions of Culture	Interconnective Relationships	**Effect of Colonization**	Spiritual Practices	Protecting, Reclaiming and Revitalizing

Indicator 1.3 Analyse the continuing effects of colonization on Mi'kmaw and other Indigenous cultures in Canada

This is about:

Examining the lasting impacts of colonization on Mi'kmaw and other Indigenous cultures, including the disruption of cultural practices and identities, and understanding efforts to reclaim and revitalize these cultures in response to these challenges.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Colonization	Systemic Barriers
Assimilation	Resilience
Indian Act (1876)	Revitalization
Residential Schools	Reconciliation
Cultural Disruption	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Key events and policies like the establishment of residential schools, the reserve system, and the Indian Act.
- Examples of how colonization disrupted language, ceremonies, governance, and identity.
- Issues such as limited access to resources, education, and healthcare that continue to affect Indigenous communities.
- Current efforts by Indigenous communities to reclaim languages, traditions, and self-governance.
- The role of reconciliation initiatives, including the Truth and Reconciliation Commission and Calls to Action, in addressing colonization's impacts.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 1.3 Analyse the continuing effects of colonization on Mi'kmaw and other Indigenous cultures in Canada

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific policies, events, and practices (e.g., the Indian Act, residential schools) that disrupted Indigenous cultures.
- Explain how colonization has impacted cultural practices, traditions, and identities in Mi'kmaw and other Indigenous cultures.
- Analyze ongoing challenges faced by Indigenous communities, such as systemic barriers or cultural loss.
- Provide examples of cultural resilience and revitalization efforts in response to colonization.
- Use reliable sources to support their analysis of colonization's effects.

Suggestions for Teaching and Learning

- Use timelines or visual aids to help students understand key events of colonization (e.g., establishment of the Indian Act, residential schools, relocations).
- Use an inquiry question to prompt analysis such as: How have policies stemming from the Indian Act affected the ability of Indigenous peoples to maintain their cultural practices?
- Model analytical thinking by breaking down an example of colonization into its causes, immediate effects, and ongoing consequences.
- Introduce graphic organizers like cause-and-effect charts or flow diagrams to help students organize their analysis of colonization's impacts (e.g., policies → cultural disruption → ongoing challenges).
- Share excerpts from survivor stories and oral histories to connect personal experiences to broader patterns of colonization's effects.
- Engage students in comparative analysis to examine how specific colonization policies (e.g., relocations, reserve systems, residential schools) affected different Indigenous cultures. Groups share their findings, and the class discusses commonalities and differences.
- Facilitate discussions about cultural revitalization efforts and the roles of governments and citizens in taking action towards reconciliation.

Suggestions for Ongoing Assessment: How can I gather evidence?

Cause and Effect Diagram	Written or Oral Analysis
What it looks like: ▪ Students create a cause-and-effect diagram illustrating how a specific policy or event disrupted Mi'kmaw or other Indigenous cultures.	What it looks like: ▪ Students write or present an analysis of the lasting impacts of colonization on Indigenous cultures, using specific examples and connecting these effects to ongoing resilience efforts.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.				
Expressions of Culture	Interconnective Relationships	Effect of Colonization	**Spiritual Practices**	Protecting, Reclaiming and Revitalizing

Indicator 1.4 Investigate the roles spiritual practices play in Mi'kmaw and other Indigenous cultures

This is about:

Exploring how spiritual practices reflect the values, beliefs, and worldviews of Mi'kmaw and other Indigenous cultures, as well as the role these practices play in fostering identity, community connection, and resilience.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Spiritual practices	Smudging
Ceremonies	Reciprocity
Teachings	Values
Sacred	Worldview
Resilience	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Core elements of spiritual practices such as explaining how ceremonies, rituals, and teachings reflect values and connect individuals to their community and environment.
- Examples of Mi'kmaw and other Indigenous practices such as smudging, talking circles, sweat lodges, and storytelling.
- Examples of the impact of colonization and policies that suppressed spiritual practices and ceremonies (e.g., Potlatch Ban).
- Examples of revitalization efforts and how Indigenous communities are reclaiming spiritual traditions and incorporating them into modern practices.
- The role of Elders as spiritual guides and keepers of cultural knowledge.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 1.4 Investigate the roles spiritual practices play in Mi'kmaw and other Indigenous cultures

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific spiritual practices and explain their role in Mi'kmaw and other Indigenous cultures.
- Explain how spiritual practices connect to identity, worldview, and community values.
- Analyze how colonization disrupted Indigenous spiritual practices.
- Provide examples of efforts to reclaim and revitalize spiritual traditions.
- Use reliable sources to support their understanding of spiritual practices.

Suggestions for Teaching and Learning

- Use videos and visual aids to introduce students to common Mi'kmaw and other Indigenous spiritual practices, such as smudging or dancing, and discuss their significance.
- Use an inquiry question to guide student exploration, such as: How do spiritual practices reflect the values and worldviews of Indigenous cultures?
- Model investigative thinking by breaking down a specific practice (e.g., smudging) into its purpose, significance, and role in daily life, connecting it to broader cultural values like respect and reciprocity.
- Introduce graphic organizers like concept maps to help students connect spiritual practices to values, identity, and worldview.
- Share oral histories or teachings from Elders or Indigenous community members about specific ceremonies or traditions, emphasizing their role in cultural continuity.
- Facilitate hands-on activities, such as creating symbolic representations (e.g., drawings, poems) of their own values, then connecting this to Indigenous perspectives.
- Create a gallery walk of images or descriptions of ceremonies and sacred objects, with students investigating their purpose and significance within Indigenous cultures.
- Engage students in the research process to investigate a specific spiritual practice (e.g., sweat lodges or talking circles) and present how it connects to values like community, healing, and reciprocity using valid and reliable sources.

Suggestions for Ongoing Assessment: How can I gather evidence?

Concept Map

What it looks like:

- Students create a concept map that connects a spiritual practice (e.g., smudging or offering tobacco) to its purposes, cultural significance, and role in fostering identity and community.

Case Study Investigation

What it looks like:

- Students select a specific spiritual practice to research. They share their findings, focusing on historical roles, the impacts of colonization, and revitalization efforts

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Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.				
Expressions of Culture	Interconnective Relationships	Effect of Colonization	Spiritual Practices	**Protecting, Reclaiming and Revitalizing**

Indicator 1.5 Evaluate the effectiveness of methods Mi'kmaw and other Indigenous peoples are using to protect, reclaim, and revitalize their cultural identities

This is about:

Considering the challenges and successes of Indigenous efforts to protect, reclaim and revitalize their cultural identities through various methods (e.g., language revitalization, preservation of traditional knowledge), and the impacts of these efforts on Indigenous communities and broader society.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Cultural revitalization	Cultural identity
Reclamation	Self-determination
Traditional knowledge	Resilience
Language preservation	Community-led initiatives
Decolonization	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How colonization disrupted Indigenous cultural identities through policies like the Indian Act, residential schools, and the Sixties Scoop.
- Initiatives such as Mi'kmaw language immersion programs, the creation of cultural centers, or the revitalization of ceremonies and traditions.
- The role of traditional education practices (e.g., storytelling, land-based learning, that focus on traditional knowledge and cultural teachings.
- Ongoing barriers, such as funding limitations, lack of access to traditional lands, or systemic inequities.
- How these efforts strengthen identity, pride, and community cohesion while healing from intergenerational trauma.

Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 1.5 Evaluate the effectiveness of methods Mi'kmaw and other Indigenous peoples are using to protect, reclaim, and revitalize their cultural identities.

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific methods used by Mi'kmaw and other Indigenous peoples to reclaim and revitalize their cultural identities.
- Explain the purpose and goals of these methods and initiatives.
- Analyze the challenges and barriers to cultural revitalization efforts.
- Evaluate the successes and limitations of these methods in protecting and reclaiming cultural identities.
- Use evidence from reliable sources to support their evaluations.

Suggestions for Teaching and Learning

- Share examples of successful cultural revitalization projects, such as the Mi'kmaw Language Initiative or the creation of powwow regalia and analyze their impact.
- Use an inquiry question to guide exploration, such as: How effective are community-led efforts in revitalizing Indigenous cultural identities?
- Model evaluative thinking by providing an example of a revitalization effort (e.g., a language program) and discuss its strengths, challenges, and outcomes to model how to evaluate effectiveness.
- Introduce graphic organizers such as T-charts to help students break down the successes and challenges of specific methods (e.g., language preservation programs, reclaiming sacred ceremonies).
- Share Indigenous perspectives through interviews, videos, or articles that highlight the voices of those leading and participating in revitalization initiatives.
- Invite Indigenous knowledge keepers or community leaders to discuss ongoing revitalization efforts and their impacts.

Suggestions for Ongoing Assessment: How can I gather evidence?

Strengths and Limitations T-Chart

What it looks like:

- Students use a T-chart to evaluate a specific revitalization effort (e.g., a language immersion program). On one side, they list its strengths (e.g., increased language speakers), and on the other, they identify its limitations (e.g., lack of access to funding or resources).

Community Impact Timeline

What it looks like:

- Students create a timeline that traces the implementation and impact of a specific cultural revitalization initiative, highlighting key milestones, successes, challenges, using visuals and text to present their findings.

Tying it all Together:

Throughout their work on this outcome, students explored various methods Mi'kmaw and other Indigenous peoples are using to protect, reclaim, and revitalize their cultural identities. Students can use the evidence they gathered through analyzing case studies, creating timelines, and evaluating strengths and limitations of revitalization initiatives, etc. to develop their research presentations.

Assessing the Outcome - Sample Suggestion:

Understanding Indigenous Cultures: A Research Presentation

Students research and create a multimedia presentation (e.g., slideshow, video, or infographic) that explores key elements of Mi'kmaw and other Indigenous cultures, focusing on diversity, interconnectivity with the land, the impacts of colonization, and efforts at cultural revitalization. The presentation will include specific examples, analysis, and connections to reconciliation efforts.

To support their research presentation, students can:

Incorporate Research Findings:
- Use information from their case studies or timelines to highlight specific revitalization efforts (e.g., language programs or traditional knowledge initiatives) in their presentations.

Evaluate Methods:
- Draw on their evaluations of strengths and challenges to discuss the effectiveness of these initiatives and propose potential improvements or solutions.

Include Visual Evidence:
- Integrate visual elements from their work (e.g., T-charts or infographics) to support their points and make their presentations more engaging.

Make Connections:
- Use their analyses to connect the specific methods discussed to broader themes such as resilience, community cohesion, and cultural identity.

Reflect on Impact:
- Articulate how these revitalization efforts contribute to reconciliation and Mi'kmaw/Indigenous cultural resurgence in Canada.

This approach ensures that students clearly demonstrate how their learning from each indicator contributes to their ability to reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada through a clear, evidence-based presentation.

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.

Rationale

Since time immemorial, Mi'kmaw and other Indigenous peoples have played important roles in their family and community structures that allowed their communities to thrive. After the arrival of European settlers, the impacts of colonialism deeply affected Indigenous peoples' abilities to express their identities, and to engage with their traditionalfamily and community structures. As Canada moves towards decolonization, this outcome provides learners opportunities to engage with Mi'kmaw and other Indigenous worldviews to provide meaningful context for Mi'kmaw and Indigenous ways of knowing and being. Learners will explore the impacts of colonialism on Indigenous women and children, Two Spirits, and family and community structures. They will consider how Indigenous people, their allies, and governments are working towards decolonization so that Mi'kmaw and other Indigenous peoples can reclaim and revitalize their traditional identities, and family and community structures.

Indicators

- Analyse the impacts of colonialism on Mi'kmaw and other Indigenous women and children
- Evaluate the effects that violence against Mi'kmaw and other Indigenous women has on individuals and communities
- Investigate how Two-Spirits are reclaiming their identities and roles in community
- Investigate the ways Mi'kmaw and other Indigenous family and community structures have been affected by colonialism

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Identify and explain how colonization disrupted traditional roles and relationships in Indigenous families and communities.
- Describe the intergenerational impacts of colonization on Indigenous identities, families, and communities.
- Identify examples of resilience and resistance among Mi'kmaw and other Indigenous peoples.
- Explain the roles of treaties, the Indian Act, and residential schools in disrupting Indigenous identities and communities.

Understanding

- Demonstrate awareness of how family and community structures were traditionally organized in Mi'kmaw and other Indigenous cultures.
- Consider the ways colonization shifted societal roles, particularly for Indigenous women and children.
- Explain how the loss of land and cultural identity impacted Indigenous families and communities.
- Explore how healing and rebuilding efforts are strengthening family and community cohesion

Skill: Reflect

- Ask *questions*: generate questions to better understand the impacts of colonization on identity, family, and community.
- *Examine ideas and information*: explore sources related to historical and contemporary examples of colonization's effects on Indigenous communities such as children in care or the Missing and Murdered Indigenous Women and Girls crisis.
- *Consider perceptions and perspectives*: examine historical perspectives and Indigenous accounts to understand colonization's impacts on Indigenous peoples.
- *Synthesizes ideas and perspectives*: connect the impacts of colonization to broader concepts of equity, reconciliation, and social change.
- *Communicate the impact of the reflection process*, articulating their understanding of the significance of healing and rebuilding efforts in fostering reconciliation.

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners reflected on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki.
Social Studies 8	Learners reflected on 20th and 21st century Indigenous experiences in Canada.
Citizenship 9	Learners evaluated key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Understanding Traditional Structures	▪ Describes traditional roles within Indigenous families and communities. ▪ Explains how land and cultural practices shaped family and community connections.
Analysis of Colonization's Impacts	▪ Identifies and explains the roles of specific policies in disrupting Indigenous identities and communities. ▪ Analyzes the intergenerational impacts of colonization on family and community structures.
Exploration of Healing and Reconciliation	▪ Identifies contemporary efforts to rebuild and strengthen Indigenous identities, families, and communities. ▪ Analyzes how these efforts contribute to reconciliation and social change.
Reflection on Impacts and Connections	▪ Provides thoughtful reflections on the connections between colonization, identity, family, and community. ▪ Reflects on the importance of reconciliation in addressing the impacts of colonization.

Assessing the Outcome - Sample Suggestion:

Impact of Colonization: A Reflective Essay

Overview for Teachers:

Students write a reflective essay that analyzes the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities. The essay should include historical examples, intergenerational impacts, and an exploration of contemporary efforts to heal and rebuild.

Presentation Format:

Students submit their essays in either written or recorded format, depending on their preferences and learning needs. Teachers can guide students through the reflective writing process with graphic organizers or structured prompts to scaffold their learning.

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.			
Impacts on Women and Children	Effects of Violence Against Women	Two-Spirit Identities and Roles	Impacts on Family and Community Structures

Indicator 2.1: Analyze the impacts of colonialism on Mi'kmaw and other Indigenous women and children

This is about:

Examining the specific ways in which colonialism disrupted the roles, status, and well-being of Mi'kmaw and other Indigenous women and children. This includes analyzing the historical and contemporary impacts of policies and considering how these effects continue to influence communities today.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Colonialism	Resilience
Patriarchy	Intersectionality
Indian Act (1876)	Marginalization
Status (as defined under the Indian Act)	Reconciliation

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The traditional roles of Indigenous women and children in family and community structures (e.g., as knowledge keepers, caregivers, and community leaders).
- An overview of the Indian Act and residential schools, focusing on their impacts on women and children (e.g., loss of status, separation from families, and cultural erasure).
- Historical policies that have resulted in ongoing issues such as systemic marginalization, loss of identity, and health disparities.
- Examples of Indigenous women and organizations advocating for the rights and well-being of their communities (e.g., MMIWG inquiry, grassroots movements).

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.

Indicator 2.1 Analyze the impacts of colonialism on Mi'kmaw and other Indigenous women and children

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific policies and events that affected Indigenous women and children (e.g., Indian Act, residential schools).
- Explain how colonialism disrupted traditional roles and relationships in Indigenous families and communities.
- Analyze the ongoing ipacts of colonial policies on Indigenous women and children.
- Provide examples of resilience and advocacy among Indigenous women.
- Use reliable sources to support their analysis.

Suggestions for Teaching and Learning

- Use historical documents such excerpts from the Indian Act or testimonies from residential school survivors to analyze their impacts on Indigenous women and children.
- Pose inquiry questions: Guide exploration with questions like, How did the Indian Act affect the status and roles of Indigenous women?
- Examine specific stories, such as those of women who lost their status or children who were taken to residential schools and discuss their broader implications.
- Have students use cause-and-effect charts to map how specific policies (e.g., loss of status) led to marginalization and other impacts.
- Show videos or read articles highlighting contemporary issues like the MMIWG inquiry or grassroots efforts by Indigenous women to address colonial legacies.
- Critically examine the relationship between colonialism and the racism and sexism experienced by Indigenous women.
- If possible, invite Indigenous women advocates or Elders to share their experiences and insights on colonial impacts and resilience.

Suggestions for Ongoing Assessment: How can I gather evidence?

Reflective Journal Entry

What it looks like:

- Students write a journal entry reflecting on how a specific example of colonization affected Indigenous women and children, including current impacts.

Mind Map

What it looks like:

- Students create a mind map that explores the impacts of colonialism on Indigenous women and children.

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.			
Impacts on Women and Children	**Effects of Violence Against Women**	Two-Spirit Identities and Roles	Impacts on Family and Community Structures

Indicator 2.2: Evaluate the effects that violence against Mi'kmaw and other Indigenous women has on individuals and communities

This is about:

Evaluating the widespread and intergenerational effects of violence against Mi'kmaw and other Indigenous women on individuals, families, and communities. This includes understanding how violence has been perpetuated through systemic factors, such as colonial policies and societal attitudes, and recognizing how it continues to affect women, girls, and communities today.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Gender-based violence Systemic barriers Missing and Murdered Indigenous Women and Girls (MMIWG)	Intergenerational Trauma Advocacy

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Historical context to illustrate how colonial policies created systemic barriers that contributed to violence against Indigenous women.
- The National Inquiry into Missing and Murdered Indigenous Women and Girls, its purpose, and key findings.
- Impacts of violence including how violence affects physical and mental health, family dynamics, and community cohesion.
- Initiatives by Indigenous women and communities to address violence and advocate for systemic change (e.g., Red Dress Campaign, Moosehide Campaign, Walking With Our Sisters project, grassroots movements).

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.

Indicator 2.2 Evaluate the effects that violence against Mi'kmaw and other Indigenous women has on individuals and communities

Ongoing Assessment: What am I looking for?

Students can:

- Identify systemic factors contributing to violence against Mi'kmaw and other Indigenous women.
- Analyze how thisviolence impacts individuals' health and well-being.
- Explain how families and communities are affected by the loss or marginalization of Indigenous women.
- Evaluate the role of advocacy and community-led efforts in addressing violence.
- Use reliable sources to support their evaluation

Suggestions for Teaching and Learning

- Share testimonies from Indigenous women or families affected by violence (e.g., MMIWG reports) to help students connect personal experiences to systemic issues.
- Guide exploration with questions like, How does systemic violence against Indigenous women affect entire communities?
- Introduce visual data like infographics or statistics from the MMIWG inquiry or Statistics Canada to analyze the scope and impact of violence.
- Share advocacy examples like the Red Dress Campaign or Moose Hide Campaign and discuss their role in raising awareness and promoting change.
- Ask students to evaluate how systemic changes (e.g., implementing Calls for Justice from the MMIWG Inquiry) could address the root causes of violence.
- Show videos or news clips on the impact of violence, emphasizing community voices and solutions.
- Develop criteria students can use to evaluate the effectiveness of government or law enforcement responses to the MMIWG crisis in Canada.

Suggestions for Ongoing Assessment: How can I gather evidence?

Impact Tree Diagram

What it looks like:

- Roots represent systemic causes of violence.
- Trunk represents how these causes lead to violence against Indigenous women.
- Branches represent the effects on individuals and communities.

Community Action Plan

What it looks like:

- Students design a plan to raise awareness about violence against Indigenous women.

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.			
Impacts on Women and Children	Effects of Violence Against Women	**Two-Spirit Identities and Roles**	Impacts on Family and Community Structures

Indicator 2.3: Investigate how Two-Spirits are reclaiming their identities and roles in community

This is about:

Exploring the historical roles of Two-Spirits in Indigenous communities, how colonization disrupted these roles and identities, and how Two-Spirit individuals and communities are reclaiming and revitalizing their cultural identities, roles, and connections within their communities today.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Two-Spirit	Assimilation
Gender diversity	Identity
Colonization	Historical erasure
Roles (community and spiritual)	Cultural revitalization
Reclamation	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The traditional roles of Two-Spirits in Indigenous communities (e.g., as healers, mediators, and cultural leaders) and how these roles reflected gender diversity within Indigenous worldviews.
- How colonial attitudes and assimilationist policies imposed Western gender norms and erased Two-Spirit identities and roles.
- Examples of how Two-Spirit individuals and communities are reclaiming their identities through art, activism, and cultural revitalization.
- How the term "Two-Spirit" was adopted in 1990 to reflect Indigenous perspectives on gender diversity, distinct from Western LGBTQIA+ terminology.

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.

Indicator 2.3: Investigate how Two-Spirits are reclaiming their identities and roles in community

Ongoing Assessment: What am I looking for?

Students can:

- Identify the historical roles of Two-Spirits in Indigenous communities.
- Explain how colonization disrupted Two-Spirit identities and roles.
- Investigate contemporary efforts by Two-Spirit individuals and communities to reclaim their identities.
- Consider the importace of reclaiming Two-Spirit identities for cultural revitalization and community cohesion.
- Use reliable sources to support their investigations.

Suggestions for Teaching and Learning

- Share stories or oral histories that highlight the traditional roles of Two-Spirits in Indigenous communities.
- Encourage exploration with questions like, How did colonization erase Two-Spirit identities, and what are the impacts of reclaiming them today?
- Show videos or art pieces created by Two-Spirit individuals to discuss how they express their identities and contribute to community healing.
- Examine the role of Two-Spirit organizations and events, such as the International Two-Spirit Gathering, in reclaiming identities and fostering community connection.
- Create a timeline to show the progression from traditional roles, through disruption by colonization, to contemporary reclamation efforts.
- Engage students in discussions about how reclaiming Two-Spirit identities strengthens communities and challenges colonial legacies.
- Reflect on the similarities and differences between the similarities and differences in how colonialism has affected Two-Spirits and Indigenous women.

Suggestions for Ongoing Assessment: How can I gather evidence?

Role Analysis Chart: Continuity and Change

What it looks like:

- Students create a chart that compares the traditional roles of Two-Spirits in Indigenous communities with the changes brought about by colonization and the contemporary efforts to reclaim and adapt these roles. The chart helps students explore what has persisted, what has changed, and what is being revitalized.

Cultural Reclamation Timeline

What it looks like:

- Students create a chart that compares the traditional roles of Two-Spirits in Indigenous communities with the changes brought about by colonization and the contemporary efforts to reclaim and adapt these roles. The chart helps students explore what has persisted, what has changed, and what is being revitalized.

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.			
Impacts on Women and Children	Effects of Violence Against Women	Two-Spirit Identities and Roles	**Impacts on Family and Community Structures**

Indicator 2.4: Investigate the ways Mi'kmaw and other Indigenous family and community structures have been affected by colonialism

This is about:

Exploring how colonial policies and practices disrupted traditional Mi'kmaw and other Indigenous family and community structures. This includes examining how systems like residential schools, the reserve system, and the Indian Act fractured families, altered traditional roles, and weakened community cohesion. It also involves investigating the ongoing impacts of these disruptions and efforts to rebuild and strengthen family and community connections.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Family structures	Reserve system
Community cohesion	Intergenerational trauma
Residential schools	Resilience
Sixties Scoop	Reclamation
Millennium Scoop	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How Mi'kmaw and other Indigenous family structures were organized around kinship, shared responsibilities, and interdependence, with Elders often playing key roles in teaching and caregiving.
- An overview of how policies like residential schools, the Indian Act, and forced relocations (e.g., reserve system) disrupted these traditional structures.
- How these disruptions have resulted in long-term impacts, such as loss of cultural identity, weakened family connections, and social challenges.
- Efforts by Indigenous communities to rebuild family and community structures, such as parenting programs, cultural centers, and land reclamation initiatives

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.

Indicator 2.4 Investigate the ways Mi'kmaw and other Indigenous family and community structures have been affected by colonialism

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific policies and practices that disrupted Indigenous family and community structures.
- Explain how colonialism altered traditional roles within families and communities.
- Investigate the intergenerational impacts of colonial disruptions.
- Provide examples of community-led efforts to rebuild family and community cohesion.
- Use reliable sources to support their investigation.

Suggestions for Teaching and Learning

- Create a visual timeline of key colonial policies (e.g., Indian Act, residential schools, Sixties Scoop) and their impacts on family and community structures.
- Encourage exploration with questions like, How did residential schools disrupt traditional family roles and connections?
- Analyze primary sources like letters, photographs, or testimonies from residential school survivors to illustrate the personal impacts of colonial disruptions on children and families.
- Investigate specific examples of community rebuilding efforts (e.g., language revitalization programs, cultural parenting initiatives).
- Have students create a chart that maps the connections between colonial policies, family disruption, and intergenerational impacts.
- Discuss how reclaiming traditional family and community structures contributes to healing and reconciliation.

Suggestions for Ongoing Assessment: How can I gather evidence?

Impact Web

What it looks like:

- Students create a web diagram that shows the effects of a specific colonial policy on Indigenous family and community structures. Each branch should include examples of immediate and long-term impacts.

Reflective Written Analysis

What it looks like:

- Students write a short analysis discussing how a specific policy or practice disrupted Indigenous family and community structures, and how contemporary initiatives are working to rebuild these connections.

Tying it all Together:

Throughout their work on this outcome, students investigated how colonization disrupted Indigenous identities, families, and communities, and analyzed how these impacts continue to shape individual and collective experiences today. Students gathered evidence by exploring historical events, analyzing primary and secondary sources, creating visual representations, and evaluating resilience and reclamation efforts.

Assessing the Outcome - Sample Suggestion:

Impact of Colonization: A Reflective Essay

Students write a reflective essay that analyzes the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities. The essay should include historical examples, intergenerational impacts, and an exploration of contemporary efforts to heal and rebuild.

To support their research presentation, students can:

Integrate Historical Evidence:

- Use their timelines, case studies, or other research findings to explain how colonial policies (e.g., residential schools, the Indian Act) disrupted traditional family and community structures.

Analyze Impacts:

- Draw on their cause-and-effect charts, reflective analyses, or mind maps to discuss the intergenerational effects of colonization on Indigenous communities, including identity loss, family separation, and community cohesion.

Highlight Resilience:

- Incorporate examples of contemporary efforts to rebuild and strengthen Indigenous identities, families, and communities (e.g., cultural parenting programs, language revitalization).

Include First Voice:

- Include the perspectives of Mi'kmaw and other Indigenous peoples drawn from primary and secondary sources.

Reflect on Broader Themes:

- Connect their findings to themes of resilience, reconciliation, and community healing, demonstrating how Indigenous peoples are addressing the legacies of colonization.

This approach ensures that students demonstrate how their learning from each indicator contributes to their ability to reflect on the impacts of colonization. They can engage in the research and writing processes to organize and communicate their findings.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.

Rationale

The patriation of the Constitution in 1982 marked a significant moment in Canada's growing independence as a nation. At a time when Canada faced significant political and social challenges that threatened national unity, the patriation of the Constitution provided an opportunity for Canadians to work towards addressing and resolving existing issues. The Constitution Act, 1982 offered new pathways for protecting Canadians by entrenching the Canadian Charter of Rights and Freedoms, but also led to fierce debates over Québec sovereignty, Indigenous self-government, and regional concerns that continue today. In this outcome, learners will investigate the complex dynamics that shaped Canada's desire for constitutional reforms. Learners will consider the importance of the introduction of the Charter of Rights and Freedoms in protecting the democratic rights of all Canadians. Learners will explore how Charter cases led to Supreme Court decisions that protect the rights and freedoms for thousands of Canadians including women, people with disabilities, refugees, the 2SLGBTQIA+ community, and those affected by the criminal justice system. Learners will examine how Section 35 of the Constitution Act, 1982 has affected Indigenous peoples and evaluate the ways in which the Act continues to impact Canadians.

Indicators

- Investigate the factors that led to the patriation of the Constitution
- Analyse the role of the Charter of Rights and Freedoms in protecting rights and freedoms for all people in Canada
- Analyse the effects of Charter cases on a changing Canadian society
- Investigate how Section 35 of the Constitution Act affected Mi'kmaw and other Indigenous peoples' abilities to exercise aboriginal and treaty rights
- Evaluate the effects of the Constitution Act, 1982 on Canadians

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Identify key components of the Constitution Act, 1982, including the Canadian Charter of Rights and Freedoms and Section 35 on Indigenous rights.
- Describe the political context leading to the patriation of the Constitution Act, 1982 (e.g., federal-provincial negotiations, Québec's non-signature).
- Explain the significance of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights.
- Identify examples of Supreme Court cases that have shaped Canadian society as a result of the Constitution Act, 1982 (e.g., R. v. Oakes, Sparrow v. The Queen).

Understanding

- Explore how the Constitution Act, 1982 strengthened Canada's independence from Britain.
- Examine how the Canadian Charter of Rights and Freedoms expanded legal protections for individuals and groups in Canada.
- Analyze how Section 35 recognized Aboriginal and treaty rights and its implications for Indigenous peoples in Canada.
- Consider the debates and challenges related to Québec's non-signature and its impacts on Canadian unity.

Skill: Evaluate

- *Identify criteria for evaluation*: Determine what factors should be considered when evaluating the impacts of the Constitution Act, 1982 (e.g., legal protections, national unity, Indigenous rights, societal change).
- *Collect and analyse evidence*: Gather examples, such as Supreme Court cases, debates over Section 35, or public responses to the Charter, to analyze the effects of the Constitution Act on individuals and communities.
- *Make Judgments*: Assess how well the Constitution Act achieved its goals, such as strengthening rights and freedoms, addressing Indigenous rights, and unifying Canadians.
- *Communicate Findings:* Provide a balanced judgment that highlights successes, limitations, and ongoing challenges resulting from the Constitution Act, supported by evidence

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners will evaluate the impacts of political changes in the Maritimes up to the early 20th century.
Social Studies 8	Learners will evaluate how various conflicts have impacted Canadian society.
Citizenship 9	Learners will investigate the structure, operation, and selection of government in Canada, including federal, provincial, territorial, Indigenous, and municipal government models.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Understanding of the Constitution Act, 1982	▪ Describes the key components of the Constitution Act and their significance. ▪ Explains the historical and political context leading to its patriation.
Evaluation of Impacts	▪ Identifies and analyzes examples of how the Constitution Act has influenced Canadian society. ▪ Assesses the successes and limitations of the Constitution Act in addressing rights, unity, and independence.
Use of Evidence	▪ Provides specific examples (e.g., cases, policies, debates) to support evaluations. ▪ Demonstrates critical thinking by weighing evidence and considering multiple perspectives.
Communication of Findings	▪ Articulates a clear and balanced judgment on the impacts of the Constitution Act, supported by evidence. ▪ Explains the relevance of these impacts to contemporary Canadian society.

Assessing the Outcome - Sample Suggestion:

Podcast Episode

Overview for Teachers:
Students create a podcast episode evaluating the impacts of the Constitution Act, 1982. The episode should explore the successes and limitations of the Act, focusing on areas such as the Canadian Charter of Rights and Freedoms, Section 35 on Indigenous rights, and national unity.

Format:
Students record a podcast episode, featuring an introduction, segmented analysis, and a concluding evaluation, supported by the evidence from their research.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.				
Factors Leading to Patriation	The Charter of Rights and Freedoms	Charter Cases	Aboriginal and Treaty Rights	Effects on Canadians

Indicator 3.1 Investigate the factors that led to the patriation of the Constitution

This is about:

Exploring the political, social, and historical factors that contributed to the patriation of the Constitution in 1982. This includes examining tensions between the federal and provincial governments, demands for greater Canadian sovereignty, the influence of Québec's concerns, and the role of Prime Minister Pierre Trudeau in championing constitutional reform.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Patriation	Amending Formula
Federalism	Constitutional Monarchy
Sovereignty	Québec sovereignty
Canadian Charter of Rights and Freedoms	Meech Lake Accord

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Canada's constitutional history prior to 1982, including its reliance on the British Parliament for constitutional amendments and the gradual push for independence.
- The roles of Pierre Trudeau, provincial premiers, and the British Parliament in the patriation process.
- How federal-provincial disagreements, particularly Québec's concerns about sovereignty and language rights, shaped the process.
- How public support for the Charter of Rights and Freedoms influenced the negotiations.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.

Indicator 3.1 Investigate the factors that led to the patriation of the Constitution

Ongoing Assessment: What am I looking for?

Students can:

- Identify and explain the factors that influenced the push for patriation, such as the desire for Canadian sovereignty and tensions between federal and provincial governments.
- Analyze how Québec's concerns shaped the constitutional debates.
- Investigate the role of key figures, such as Pierre Trudeau, in advocating for constitutional reform.
- Use evidence from reliable sources to support their findings.

Suggestions for Teaching and Learning

- Have students create a timeline of key events leading up to the patriation of the Constitution, including federal-provincial negotiations and the British Parliament's involvement.
- Encourage exploration with questions like, What political and social factors pushed Canada to patriate its Constitution in 1982?
- Analyze primary sources to understand perspectives and motivations.
- Divide the class into groups representing federal and provincial governments, as well as Québec, and have them debate key aspects of the patriation process.
- Create a cause-and-effect chart to show how various factors (e.g., federalism, public support, Québec's concerns) contributed to patriation.
- Show news clips about the Constitution Act, 1982 to provide context and visualize the negotiations.
- Invite guest speakers: If possible, bring in a local historian or political scientist to discuss the significance of patriation

Suggestions for Ongoing Assessment: How can I gather evidence?

Annotated Map

What it looks like:

- Students use a map of Canada to label provinces and territories with their positions on the patriation process and annotate the map with key events or negotiations that happened in specific locations.

News Report Simulation

What it looks like:

- Students record or write a simulated news report about a major event in the patriation process. The report should include historical details, key figures, and public reactions.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.				
Factors Leading to Patriation	**The Charter of Rights and Freedoms**	Charter Cases	Aboriginal and Treaty Rights	Effects on Canadians

Indicator 3.2: Analyse the role of the Charter of Rights and Freedoms in protecting rights and freedoms for all people in Canada

This is about:

Examining the Canadian Charter of Rights and Freedoms as a foundational document that protects individual and collective rights in Canada. This involves analyzing its role in shaping Canadian society, its impact on marginalized groups, and its influence on legal decisions and societal change.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Charter of Rights and Freedoms	Democratic rights
Fundamental freedoms	Marginalized groups
Equality rights	Supreme Court rulings
Legal rights	Precedent
Mobility rights	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- An overview of the Charter's purpose, its inclusion in the Constitution Act, 1982, and its significance for Canadians.
- Key Sections of the Charter including fundamental freedoms, legal rights, equality rights, and mobility rights, and provide examples of how these are applied.
- How the Charter has been used to challenge discrimination and advocate for the rights of women, Indigenous peoples, 2SLGBTQIA+ individuals, and others.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.

Indicator 3.2 Analyse the role of the Charter of Rights and Freedoms in protecting rights and freedoms for all people in Canada

Ongoing Assessment: What am I looking for?

Students can:

- Identify the key rights and freedoms protected under the Charter.
- Analyze how the Charter has influenced Canadian legal and social systems.
- Explain how the Charter has been used to protect the rights of marginalized groups.
- Use examples of Supreme Court cases to illustrate the Charter's role in promoting equality and justice.
- Evaluate the effectiveness of the Charter in ensuring rights and freedoms for all people.

Suggestions for Teaching and Learning

- Case Study Analysis: Assign groups to investigate landmark Supreme Court cases involving the Charter (e.g., R. v. Oakes, Vriend v. Alberta) and present their findings on how the Charter was applied.
- Interactive Rights Activity: Provide scenarios (e.g., freedom of speech, discrimination cases) and have students decide which Charter rights apply and how they should be upheld.
- Inquiry Question: Encourage exploration with questions like, How has the Charter strengthened rights and freedoms for marginalized groups in Canada?
- Debate: Organize a debate on whether the Charter provides sufficient protection for all Canadians, using evidence from cases and real-world examples.
- Graphic Organizer: Have students create a chart linking sections of the Charter to specific rights, freedoms, and corresponding case examples.
- Explore Multimedia: Show videos or articles that explore real-life applications of the Charter (e.g., human rights advocacy, legal challenges).

Suggestions for Ongoing Assessment: How can I gather evidence?

Continuity and Change Chart

What it looks like:

- Students create a chart that examines how rights and freedoms in Canada have evolved before and after the implementation of the Charter of Rights and Freedoms in 1982. The chart should include rights and freedoms that were protected or valued before the Charter (e.g., voting rights) and new protections or expansions introduced by the Charter (e.g, mobility rights).

Charter Reflection Journal

What it looks like:

- Students write a reflective journal entry about how the Charter has influenced their understanding of rights and freedoms in Canada, including how it applies to their lives and to marginalized groups.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.				
Factors Leading to Patriation	The Charter of Rights and Freedoms	**Charter Cases**	Aboriginal and Treaty Rights	Effects on Canadians

Indicator 3.3: Analyse the effects of Charter cases on a changing Canadian society

This is about:

Examining how key Supreme Court of Canada cases influenced by the Charter of Rights and Freedoms have shaped Canadian society. This includes analyzing how these cases have protected rights, challenged discrimination, and contributed to social and legal change in areas such as equality, freedoms, and justice.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Charter of Rights and Freedoms	Equality rights
Supreme Court	Discrimination
Precedent	Legal protections
Fundamental freedoms	Social change

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- A review of key sections of the Charter (e.g., equality rights, fundamental freedoms, mobility rights).
- The role of the Supreme Court and how it interprets the Charter and makes rulings that set legal precedents.
- Landmark Charter cases (e.g., R. v. Oakes, R. v. Big M Drug Mart, Vriend v. Alberta, R. v. Morgentaler) and their outcomes.
- Examples of rulings that have addressed societal issues such as discrimination, reproductive rights, and freedom of religion, and how they continue to influence Canadian society.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.

Indicator 3.3: Analyse the effects of Charter cases on a changing Canadian society

Ongoing Assessment: What am I looking for?

Students can:

- Identify key Charter cases and their rulings.
- Analyze how these rulings addressed societal challenges or advanced legal protections.
- Evaluate the role of these cases in promoting social change and protecting individual and collective rights.
- Explain how these cases set precedents for future legal decisions.
- Use reliable sources to support their analysis.

Suggestions for Teaching and Learning

- Assign groups to investigate specific Section 35 cases (e.g., Sparrow, Marshall). Students analyze the background, ruling, and its impact on Indigenous rights.
- Use a map to trace the locations of major land claims or treaty disputes, discuss how Section 35 has influenced these cases, and annotate the map.
- Create a timeline showing the progression of Aboriginal and treaty rights recognition, with Section 35 as a key turning point.
- Encourage exploration with questions like, How has Section 35 impacted Mi'kmaw and other Indigenous peoples' ability to exercise their treaty rights?
- Facilitate a debate on whether Section 35 has been effective in upholding Indigenous rights, using evidence from case studies and research.
- Have students analyze how a specific issue is represented in the media over time (e.g., news coverage of Section 35 cases). They can examine biases, public reactions, and the media's role in shaping understanding of Indigenous rights.

Suggestions for Ongoing Assessment: How can I gather evidence?

Rights in Action Diagram

What it looks like:

- Students create a diagram illustrating how Section 35 has been applied in a specific case. The diagram includes the right being affirmed (e.g., fishing rights), the Supreme Court decision and rationale, and the short- and long-term impact on Indigenous communities.

Reflection on Successes and Challenges

What it looks like:

- Students write a short reflection on how Section 35 has supported Indigenous peoples in exercising their rights while addressing ongoing barriers. They provide specific examples and suggest ways the Canadian government could improve implementation.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.				
Factors Leading to Patriation	The Charter of Rights and Freedoms	Charter Cases	**Aboriginal and Treaty Rights**	Effects on Canadians

Indicator 3.4: Investigate how Section 35 of the Constitution Act affected Mi'kmaw and other Indigenous peoples' abilities to exercise aboriginal and treaty rights

This is about:

Exploring the significance of Section 35 of the Constitution Act, 1982, which recognizes and affirms Aboriginal and treaty rights. This includes examining how Section 35 has been interpreted in Canadian law, its impact on Indigenous peoples' ability to assert and protect these rights, and its role in shaping government policy and public understanding of reconciliation.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Section 35 Aboriginal rights Treaty rights Recognition and affirmation Self-determination	Land claims Sovereignty Supreme Court Cases (e.g., Sparrow v. The Queen, Marshall decision)

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- An overview of Section 35 and its purpose in recognizing and affirming Aboriginal and treaty rights.
- The difference between these two types of rights (e.g., inherent rights as Indigenous peoples vs. rights outlined in treaties).
- The history of broken treaties, denial of rights, and the push for recognition that led to the inclusion of Section 35 in the Constitution Act.
- Landmark Supreme Court cases (e.g., Sparrow, Marshall, Delgamuukw) that have defined the scope and application of Section 35.
- Barriers Indigenous peoples face when exercising their rights, such as government resistance, legal disputes, and systemic inequities

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.

Indicator 3.4: Investigate how Section 35 of the Constitution Act affected Mi'kmaw and other Indigenous peoples' abilities to exercise aboriginal and treaty rights

Ongoing Assessment: What am I looking for?

Students can:

- Identify the purpose and significance of Section 35 in recognizing Aboriginal and treaty rights.
- Explain how Section 35 has been applied in specific Supreme Court cases.
- Analyze the successes and limitations of Section 35 in supporting Indigenous self-determination and land claims.
- Investigate the ongoing challenges Indigenous peoples face in exercising their rights.
- Use reliable sources to support their findings.

Suggestions for Teaching and Learning

- Assign groups to investigate specific Section 35 cases (e.g., Sparrow, Marshall). Students analyze the background, ruling, and its impact on Indigenous rights.
- Use a map to trace the locations of major land claims or treaty disputes, discuss how Section 35 has influenced these cases, and annotate the map.
- Create a timeline showing the progression of Aboriginal and treaty rights recognition, with Section 35 as a key turning point.
- Encourage exploration with questions like, How has Section 35 impacted Mi'kmaw and other Indigenous peoples' ability to exercise their treaty rights?
- Facilitate a debate on whether Section 35 has been effective in upholding Indigenous rights, using evidence from case studies and research.
- Have students analyze how a specific issue is represented in the media over time (e.g., news coverage of Section 35 cases). They can examine biases, public reactions, and the media's role in shaping understanding of Indigenous rights.

Suggestions for Ongoing Assessment: How can I gather evidence?

Rights in Action Diagram

What it looks like:

- Students create a diagram illustrating how Section 35 has been applied in a specific case. The diagram includes the right being affirmed (e.g., fishing rights), the Supreme Court decision and rationale, and the short- and long-term impact on Indigenous communities.

Reflection on Successes and Challenges

What it looks like:

- Students write a short reflection on how Section 35 has supported Indigenous peoples in exercising their rights while addressing ongoing barriers. They provide specific examples and suggest ways the Canadian government could improve implementation.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.				
Factors Leading to Patriation	The Charter of Rights and Freedoms	Charter Cases	Aboriginal and Treaty Rights	**Effects on Canadians**

Indicator 3.5 Evaluate the effects of the Constitution Act, 1982 on Canadians

This is about:

Examining the broad impacts of the Constitution Act, 1982 on Canadian society, including its role in strengthening Canadian sovereignty, protecting rights and freedoms through the Charter, and shaping Canada's identity and unity. This involves evaluating its successes, limitations, and ongoing challenges.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Constitution Act, 1982	Section 35
Sovereignty	Amending Formula
Patriation	National unity
Charter of Rights and Freedoms	National identity

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The broad impacts of the Constitution Act, 1982 on Canadian society, including its role in strengthening Canadian sovereignty, protecting rights and freedoms through the Charter, and shaping Canada's identity and unity.
- How the Constitution Act shaped Canadian identity by emphasizing rights, freedoms, and reconciliation efforts.
- The challenges that remain, such as the reconciliation of Aboriginal and treaty rights, Québec's exclusion, and debates over national unity.
- The Constitution Act's role in current society (e.g., the Charter and digital privacy or freedom of expression online, political debates on sovereignty or provincial autonomy).

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.

Indicator 3.5 Evaluate the effects of the Constitution Act, 1982 on Canadians

Ongoing Assessment: What am I looking for?

Students can:

- Identify the key elements of the Constitution Act, 1982 and explain their significance.
- Evaluate how the Act has shaped Canadian sovereignty, rights, and national identity.
- Analyze its role in advancing Indigenous rights through Section 35.
- Assess the Act's limitations, such as ongoing debates over Québec's non-signature and challenges in reconciliation.
- Use reliable sources to support their evaluations.

Suggestions for Teaching and Learning

- Organize a debate on whether the Constitution Act, 1982 has been successful in achieving its goals, using evidence from research and case studies. (Teachers could assign groups an area of focus such as Charter of Rights and Freedoms, Section 35, National Unity, Sovereignty).
- Compare two case studies that show the impact of the Constitution Act, such as one focusing on Charter cases and another on Section 35.
- Pose questions like, How has the Constitution Act shaped Canadian identity and sovereignty?
- Model evaluative thinking by demonstrating how to weigh evidence against clear criteria, such as assessing whether the Charter of Rights and Freedoms has effectively protected equality rights by comparing landmark cases like Vriend v. Alberta to their broader societal impacts.
- Use a chart to evaluate the Constitution Act's effects on three areas: rights and freedoms, Indigenous reconciliation, and national unity.
- Have students take on the roles of political leaders or citizens in 1982 to discuss their views on the Constitution Act.

Suggestions for Ongoing Assessment: How can I gather evidence?

Impact Evaluation Chart

What it looks like:

- Students create a chart evaluating the Act's effects on key areas such as sovereignty, rights and freedoms, Indigenous rights, national unity.

Public Perception Analysis

What it looks like:

- Students analyse public and political reactions to the Constitution Act, 1982, by examining speeches, opinion pieces, interviews or other primary sources and compare them to develop an understanding of historical perspectives on the successes and challenges of the Act.

Tying it all Together:

Throughout their work on this outcome, students have explored the Constitution Act, 1982 from multiple angles, including its historical context, the rights and freedoms protected under the Charter, the recognition of Aboriginal and treaty rights in Section 35, and its broader impact on Canadian society. By engaging with case studies, debates, timelines, and evaluations, students have developed a comprehensive understanding of the Act's significance, successes, and limitations.

Assessing the Outcome - Sample Suggestion:

Podcast Episode

Students create a podcast episode evaluating the impacts of the Constitution Act, 1982. The episode should explore the successes and limitations of the Act, focusing on areas such as the Canadian Charter of Rights and Freedoms, Section 35 on Indigenous rights, and national unity.

To support their podcast episode, students can:

Synthesize Research Findings:

- Use evidence gathered from their analysis of Charter cases, historical documents, and legal rulings to demonstrate how the Constitution Act has shaped Canada's legal, political, and social landscapes.

Evaluate Key Components:

- Critically assess the effectiveness of the Charter, Section 35, and the Amending Formula in achieving the Act's goals, balancing successes with ongoing challenges.

Incorporate Visual or Oral Evidence:

- Integrate charts, timelines, or other visuals they created (e.g., an impact map or continuity and change matrix) to support their evaluations and make connections between evidence and broader themes.

Highlight Long-Term Impacts:

- Articulate how the Constitution Act continues to influence Canadian society today, focusing on its role in addressing contemporary challenges such as reconciliation, equality, and national unity.

Connect Broader Themes:

- Tie their findings to overarching themes like Canadian identity, sovereignty, justice, and reconciliation to provide a well-rounded evaluation of the Act's legacy.

This approach ensures that students demonstrate how their learning from each indicator contributes to a critical, evidence-based evaluation of the Constitution Act, 1982 and its lasting effects on Canadian society.

Learners will reflect on the efforts of individuals and groups in Canada to address inequities in Canadian society.

Rationale

Historically, many laws, policies and programs in Nova Scotia and Canada contributed to systemic barriers that led directly and indirectly to inequities that negatively affected many individuals and communities. Systemic barriers have contributed to disparities in areas such as health, education, justice, employment, housing, and access to social services. Many of these barriers resulted from biases and values held by those in positions of power. Decision-making and consultation practices did not take into account the diverse identities, cultures, experiences, and needs of Canadians. Since 1945, countless individuals and groups within Nova Scotia and Canada have continued to work to reverse discriminatory laws, policies, and programs, with the goal of creating systems that promote equity for all. Learners will consider how various laws, policies, and programs created barriers and how those barriers affected Canadians. This outcome provides learners with opportunities to explore how Canadians have resisted inequitable conditions and worked to create greater equity in Canada. Learners will evaluate actions governments have taken to ensure equity for all Canadians

IndicatorsI

- Investigate the purpose and scope of discriminatory laws, policies, and programs in Canada
- Question the effects of systemic barriers on individuals and communities
- Compare methods Canadians have used to address inequitable conditions
- Analyse the effectiveness of changes to government policies and programs in ensuring equity for Canadians

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Learners will reflect on the efforts of individuals and groups in Canada to address inequities in Canadian society.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Identify key individuals and groups in Canadian history who worked to address inequities.
- Describe the historical and social contexts that led to specific inequities, including systemic barriers and discriminatory policies.
- Identify the specific inequities these individuals and groups sought to address, such as those related to race, gender, class, and access to resources.
- Recognize the methods and approaches used to create change, including legal action, advocacy, grassroots organizing, and education.

Understanding

- Explore the challenges faced by individuals and groups in addressing inequities in Canadian society.
- Explain the short- and long-term impacts of their efforts on Canadian laws, policies, and social attitudes.
- Discuss how these efforts align with broader societal movements for equity and inclusion.
- Consider the ongoing relevance of these efforts to contemporary inequities and how they inform current advocacy and action.

Skill: Reflect

- *Ask questions* to better understand the motivations, goals, and methods of individuals and groups advocating for equity.
- *Examine ideas and information* related to historical and contemporary responses to inequities.
- *Consider perceptions and perspectives* to understand the viewpoints of those involved in creating systemic barriers and those who worked to address inequities.
- *Synthesize ideas* and perspectives to understand the various ways Canadians have worked to address inequities.
- *Communicate the impact* of the reflection process, articulating their understanding of how these efforts have shaped Canada's progress towards equity and inclusion

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners will reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki.
Social Studies 8	Learners will reflect on 20th and 21st century Indigenous experiences in Canada.
Citizenship 9	Learners will evaluate key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Understanding of Inequities	▪ Identifies historical inequities and their social, political, and economic contexts. ▪ Explains systemic barriers and their effects on individuals and communities.
Reflection on Efforts	▪ Recognizes the motivations and methods of individuals and groups addressing inequities. ▪ Evaluates the success and challenges of these efforts in creating meaningful change. ▪ Reflects on how these efforts have influenced contemporary Canadian society and ongoing advocacy.
Use of Evidence	▪ Uses reliable sources to support reflections, including primary and secondary materials. ▪ Demonstrates critical thinking by considering multiple perspectives.
Communication of Reflections	▪ Clearly communicates thoughtful reflections. ▪ Connects historical efforts to current social justice movements and advocacy in Canada.

Assessing the Outcome - Sample Suggestion:

Creating Equity: Creative Expression

Overview for Teachers:

Students create a piece of creative expression, such as a poem, short story, visual artwork, or digital media project, that reflects on the efforts of an individual or group in Canada to address inequities. This creative piece will be accompanied by an explanation that connects their work to the historical or social context of the inequity, the actions taken to address it, and the impact of those efforts.

Presentation Format:

Students research how an affected community would like to see an inequity addressed. They develop a creative expression in response to what they have learned and include an artists' statement to explain the issue they are raising awareness about and connects it to their creative expression.

Learners will reflect on the efforts of individuals and groups in Canada to address inequities in Canadian society.			
Discriminatory Laws, Policies, and Programs	Effects of Systemic Barriers	Methods to Address Inequities	Effectiveness of Change

Indicator 4.1 Investigate the purpose and scope of discriminatory laws, policies, and programs in Canada

This is about:

Examining the reasons behind the creation of discriminatory laws, policies, and programs in Canada and analyzing their scope in terms of who they affected, how they were enforced, and their impacts.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Discriminatory laws Policies Programs Systemic discrimination	Marginalized groups Purpose Scope

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- An overview of key periods when discriminatory laws, policies, and programs were created (e.g., the implementation of the Indian Act (1876), immigration restrictions).
- Examples of specific laws, policies, or programs that discriminated against specific groups in Canada over time (e.g., the Indian Act, the internment of Japanese Canadians during World War II, the Continuous Journey Regulation).
- How discriminatory laws and policies have negative effects on targeted groups while benefiting others.
- The stated purpose and scope of these systems (e.g., assimilation, exclusion, economic control, etc.).

Outcome: Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 4.1 Investigate the purpose and scope of discriminatory laws, policies, and programs in Canada

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific discriminatory laws, policies, and programs in Canadian history.
- Explain the purpose of these systems and the motivations behind their implementation.
- Analyze the scope of their impacts, including who was affected and how these systems reinforced inequities.
- Use evidence from primary and secondary sources to support their analysis.

Suggestions for Teaching and Learning

- Model analysis of purpose and scope using a selected example. Demonstrate how to identify the purpose (e.g., assimilation, economic exclusion) and the scope (e.g., who was affected, how it was enforced, and its broader impacts).
- Use a graphic organizer to help students break down the purpose, affected groups, and impacts of a specific law or policy.
- Assign students to research a discriminatory law or program in pairs and present their findings to the class.
- Have students compare the intent of a law or policy with its actual outcomes by analyzing primary and secondary sources.
- Analyze apology speeches or official statements (e.g., the 2008 Residential School Apology) to examine how governments have acknowledged the impact of discriminatory systems.
- Have students create a "then vs. now" comparison of a discriminatory policy and current legislation addressing similar issues.
- Have students write journal entries reflecting on how these systems shaped Canadian society and continue to affect marginalized groups today.
- Encourage critical thinking by exploring an inquiry question such as, How did discriminatory laws, policies, and programs shape the experiences of marginalized groups and reinforce inequities in Canada?

Suggestions for Ongoing Assessment: How can I gather evidence?

Research Notes	Evidence-Based Paragraphs
What it looks like: ▪ Students document their research on a specific law, policy, or program, detailing its purpose, scope, and impacts.	What it looks like: ▪ Students write a paragraph explaining the purpose and scope of a discriminatory law or policy, supported by evidence from sources.

Learners will reflect on the efforts of individuals and groups in Canada to address inequities in Canadian society.			
Discriminatory Laws, Policies, and Programs	**Effects of Systemic Barriers**	Methods to Address Inequities	Effectiveness of Change

Indicator 4.2 Question the effects of systemic barriers on individuals and communities

This is about:

Questioning how systemic barriers have impacted individuals and communities in Canada. Through critical questioning, students will evaluate the long-term consequences of systemic barriers and consider their effects on access to rights, opportunities, and resources.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Systemic barriers Inequities Marginalized groups	Historical context Intergenerational impact Critical questioning

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- A definition of systemic barriers and examples of historical and contemporary barriers (e.g., access to equitable educational opportunities for Indigenous, African Canadians, and disability communities).
- How systemic barriers affect individuals' access to opportunities (e.g., education, healthcare) and their ability to participate fully in society.
- The broader community impacts, such as economic marginalization or cultural loss.
- Specific examples of systemic barriers (e.g., wage gaps based on gender or disability).
- How individuals and groups have challenged systemic barriers through legal action, protests, and advocacy.

Outcome: Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 4.2 Question the effects of systemic barriers on individuals and communities

Ongoing Assessment: What am I looking for?

Students can:

- Identify systemic barriers in Canadian history and contemporary society.
- Consider the effects of these barriers on individuals and communities, considering both short- and long-term impacts.
- Use evidence to question the assumptions and motivations behind systemic barriers.
- Examine how these barriers reinforce inequities and what actions can address them.

Suggestions for Teaching and Learning

- Model how to develop higher-order questions (e.g., how, why, to what extent).
- Use a Socratic seminar to have students pose and answer questions to deepen their understanding of systemic barriers and their effects.
- Have students visually map a specific systemic barrier, identifying the institutions involved, the individuals and communities affected, and the resulting inequities.
- Ask students to identify and research a contemporary systemic barrier and compare it to a historical example to evaluate ongoing impacts.
- Pose questions to deepen students' thinking such as, What are the long-term effects of systemic barriers on individuals and communities, and how can these barriers be dismantled?
- Have students develop a barrier and effect chart where they list specific systemic barriers (e.g., residential schools, discriminatory hiring practices) and document their effects on individuals and communities.

Suggestions for Ongoing Assessment: How can I gather evidence?

Critical Questions Log

What it looks like:

- Students maintain a log of critical questions they've developed while examining systemic barriers and their effects.

Visual Analysis

What it looks like:

- Students create a diagram or concept map showing how a systemic barrier affected individuals, communities, and broader societal structures.

Learners will reflect on the efforts of individuals and groups in Canada to address inequities in Canadian society.			
Discriminatory Laws, Policies, and Programs	Effects of Systemic Barriers	Methods to Address Inequities	Effectiveness of Change

Indicator 4.3: Compare methods Canadians have used to address inequitable conditions

This is about:

Comparing the various methods that individuals, groups, and organizations in Canada have used to address inequitable conditions. Through comparison, students will consider the strengths and limitations of different approaches and how they were influenced by the contexts in which they occurred.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Protests Legal challenges Advocacy campaigns	Grassroots organizing Effectiveness Context

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Various methods used to address inequities in Canada, including protests, legal action, lobbying, education campaigns, and coalition-building.
- How the social, political, and cultural contexts influenced the choice of methods (e.g., the civil rights movement's influence on Canadian activism in the 1960s).
- How access to resources (e.g., legal knowledge, media platforms) shaped the strategies individuals and groups could employ.
- The effectiveness and limitations of different methods.
- The stated purpose and scope of these systems (e.g., assimilation, exclusion, economic control, etc.).

Outcome: Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 4.3: Compare methods Canadians have used to address inequitable conditions

Ongoing Assessment: What am I looking for?

Students can:

- Identify and describe methods Canadians have used to address inequities.
- Compare the methods, identifying their strengths, limitations, and contexts.
- Discuss the effectiveness of these methods in achieving their goals and creating long-term change.
- Use evidence to support their comparisons and conclusions.

Suggestions for Teaching and Learning

- Provide students with a graphic organizer to compare methods across categories such as context, goals, resources required, and effectiveness.
- Have students create a timeline of advocacy efforts in Canada, noting the methods used and their results. Encourage students to identify patterns or changes in strategies over time.
- Have students create a visual map that compares two or more methods, showing connections between the context, goals, challenges, and outcomes.
- Pose questions to encourage comparative thinking, such as How have different methods used to address inequities in Canadian society succeeded or faced challenges in creating meaningful change?
- Provide students with primary sources, such as protest posters, court rulings, or advocacy campaign materials, and have them analyze how the methods reflect their goals and contexts.
- Ask students to focus on a specific theme, such as employment inequities, and compare methods used across different time periods.
- Provide students with examples of various ways people have used the arts to raise awareness about inequities and discuss their role in creating social change (e.g., REDress Project in response to the Missing and Murdered Indigenous Women and Girls crisis)
- Organize a debate where students argue which method—protests, legal challenges, or grassroots organizing—has been most effective in addressing inequities in Canadian society.

Suggestions for Ongoing Assessment: How can I gather evidence?

Comparative Writing

What it looks like:

- Students write a short essay comparing methods Canadians have used to address inequities, providing evidence-based conclusions.

Class Discussion

What it looks like:

- Students participate in a guided discussion comparing methods, sharing insights, and debating their effectiveness.

Learners will reflect on the efforts of individuals and groups in Canada to address inequities in Canadian society.			
Discriminatory Laws, Policies, and Programs	Effects of Systemic Barriers	Methods to Address Inequities	**Effectiveness of Change**

Indicator 4.4: Analyse the effectiveness of changes to government policies and programs in ensuring equity for Canadians

This is about:

Examining the outcomes of changes to government policies and programs aimed at addressing inequities and promoting equity for Canadians. Students will analyze the intended goals of these changes, their implementation, and their impacts on marginalized groups and broader Canadian society.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Equity	Implementation
Government policies and programs	Unintended consequences
Effectiveness	Marginalized groups

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Specific changes to Canadian government or provincial policies and programs (e.g., the implementation of the Employment Equity Act, 1986).
- Criteria that make a policy or program effective, such as clear goals, adequate funding and resources, meaningful engagement with affected communities, and measurable outcomes.
- Strategies to help students assess the outcomes such as comparing the intended goals with the actual impacts, identifying who benefitted from the change and who did not, etc.
- The historical and social contexts that necessitated policy changes and how these contexts shaped the design and implementation of the changes.

Outcome: Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Indicator 4.4: Analyse the effectiveness of changes to government policies and programs in ensuring equity for Canadians

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific changes to Canadian government policies or programs aimed at promoting equity.
- Analyse the goals and implementation of these changes, including the perspectives.

Suggestions for Teaching and Learning

- Encourage analytical thinking by having students explore a question like, To what extent have changes to Canadian government policies and programs successfully addressed systemic inequities and promoted equity?
- Have students identify the root causes that led to a policy change (e.g., advocacy movements, public outcry) and analyze the outcomes by categorizing them as successes, limitations, or unintended consequences.
- Organize a debate where students argue the effectiveness of a policy change, using evidence from primary and secondary sources to support their position.
- Have students review a recent government policy aimed at equity (e.g., Veterans Hiring Act, 2014), analyzing its objectives, implementation strategies, and reported outcomes.
- Have students create a report card evaluating a specific policy change (e.g., Employment Equity Act) based on criteria such as inclusivity, impact, and sustainability.
- Have students write a reflective journal entry about how changes in government policies have impacted their own community or other communities in Canada.
- Students create a map showing regional differences in the implementation and outcomes of a policy or program (e.g., healthcare access or education reforms for Indigenous communities).

Suggestions for Ongoing Assessment: How can I gather evidence?

Policy Analysis Report

What it looks like:

- Students write a report analyzing the effectiveness of a specific policy change, using evidence to evaluate its goals, implementation, and outcomes.

Stakeholder Perspective Profiles

What it looks like:

- Assign students to research and create profiles of different stakeholders (e.g., policymakers, affected individuals, advocacy groups) to analyze how changes to policies impacted each group differently.

Tying it all Together:

Throughout their work on this outcome, students have explored the efforts of individuals and groups in Canada to address inequities, examining the historical and social contexts in which these efforts took place. They have analyzed the challenges faced by advocates for equity, evaluated the effectiveness of various approaches, and reflected on how these efforts have shaped Canada's journey toward inclusion and justice. This knowledge and these skills prepare students to create a piece of creative expression that reflects on the work of an individual or group in addressing inequities in Canadian society.

Assessing the Outcome - Sample Suggestion:

Creating Equity: Creative Expression

Students create a piece of creative expression, such as a poem, short story, visual artwork, or digital media project, that reflects on the efforts of an individual or group in Canada to address inequities. This creative piece will be accompanied by an explanation that connects their work to the historical or social context of the inequity, the actions taken to address it, and the impact of those efforts.

To support the development of their Creative Expression, students can:

Investigate Historical and Social Context:

- Research the specific inequity addressed by the individual or group and understand its root causes and broader societal implications.

Analyze the Methods and Impacts:

- Explore the strategies, methods, and approaches used by the individual or group to create change, such as advocacy, legal challenges, or grassroots organizing, and evaluate the outcomes of these efforts.

Identify an Area of Interest:

- Consider how the story of the individual or group resonates with personal interests in contemporary issues of inequity.

Communicate Through Creative Expression:

- Synthesize their research and reflections into a creative piece, such as a poem, short story, visual artwork, spoken word performance, or digital media project. Include an artist's statement or reflective explanation that connects the creative work to the historical and social context, explaining its symbolism or intent.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.

Rationale

Mi'kmaw and other Indigenous peoples across Canada have been working to reverse the unjust political, economic, and social conditions Indigenous communities continue to face. The conditions are a result of the denial of treaty and other Indigenous people's rights. Learners have the opportunity to explore various methods used by Mi'kmaw and other Indigenous communities to advocate for recognition of their rights. They will consider how the effects of media portrayals, systemic barriers, and residential schools continue to affect Mi'kmaw and other Indigenous people and communities. Learners will explore the ways in which communities are effecting change in Canada in response to injustices.

Indicators

- Compare the methods by which Mi'kmaw and other Indigenous peoples have advocated for the recognition of rights
- Analyse how the media has portrayed Mi'kmaw and other Indigenous people's responses to injustices
- Investigate the systemic barriers Mi'kmaw and other Indigenous peoples have faced when responding to injustices
- Analyse the impacts of the residential school system for Mi'kmaw and other Indigenous communities
- Investigate the ways Indigenous peoples' advocacy has led to changes in Canada

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Identify political, economic, and social injustices faced by Mi'kmaw and other Indigenous communities (e.g., land disputes, lack of equitable access to education or healthcare, systemic discrimination).
- Describe historical and contemporary responses by Indigenous communities to these injustices (e.g., treaty negotiations, court challenges, grassroots movements).
- Recognize examples of Indigenous self-determination, advocacy, and resilience (e.g., the Marshall Decision, Idle No More, land reclamation efforts).

Understanding

- Explore how historical and systemic factors have contributed to political, economic, and social injustices for Mi'kmaw and other Indigenous communities.
- Examine the goals and methods of Indigenous responses to these injustices, such as legal action, cultural revitalization, or community-led initiatives.
- Evaluate the effectiveness of these responses, considering their successes, challenges, and long-term impacts.
- Reflect on how these responses contribute to reconciliation, self-determination, and equity in Canada.

Skill: Evaluate

- *Identify Criteria for Evaluation*: Develop clear criteria to assess the effectiveness of Indigenous responses, such as measurable outcomes, community impacts, and progress toward equity.
- *Collect and Analyze Evidence*: Research specific examples of responses (e.g., legal challenges like the Marshall Decision, cultural initiatives like language revitalization) and analyze their outcomes.
- *Make Judgments*: Assess the successes, limitations, and ongoing challenges of these responses, providing evidence-based conclusions.
- *Communicate Findings*: Provide a balanced judgment that highlights successes, limitations, and ongoing challenges of Indigenous responses to injustices.

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners reflected on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki.
Social Studies 8	Learners reflected on 20th and 21st century Indigenous experiences in Canada.
Citizenship 9	Learners evaluated key changes in the citizenship rights of Mi'kmaw and other traditionally disempowered people.

Success Criteria

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Understanding of Injustices	▪ Identifies and describes political, economic, and social injustices faced by Indigenous communities. ▪ Explains the historical and systemic roots of these injustices.
Evaluation of Responses	▪ Analyzes the goals and methods of Indigenous responses to injustices. ▪ Evaluates the effectiveness of responses based on clear criteria and evidence.
Use of Evidence	▪ Provides specific examples to support evaluations and conclusions. ▪ Demonstrates critical thinking in assessing the outcomes of Indigenous responses.
Communication of Findings	▪ Incorporates relevant and specific examples (e.g., court cases, grassroots movements) to support evaluations and conclusions. ▪ Demonstrates a clear connection between evidence and the evaluation criteria.

Assessing the Outcome - Sample Suggestion:

Evaluative Presentation or Report

Overview for Teachers:

Students create an evaluative presentation or written report analyzing the effectiveness of specific responses by Mi'kmaw or other Indigenous communities to political, economic, or social injustices.

Presentation Format:

Students will create a structured presentation, written report, or visual product (e.g., video) that clearly communicates their evaluation of Indigenous responses to injustices, supported by specific evidence and connected to broader themes of reconciliation and equity.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.				
Methods of Advocacy	Impact of the Media	Systemic Barriers	Effects of Residential Schools	Advocacy and Change

Indicator 5.1: Compare the methods by which Mi'kmaw and other Indigenous peoples have advocated for the recognition of rights

This is about:

Exploring and comparing the strategies Mi'kmaw and other Indigenous peoples have used to advocate for the recognition of their rights, including legal challenges, grassroots movements, treaty negotiations, and public awareness campaigns. This involves analyzing the similarities, differences, and impacts of these methods.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Advocacy	Reconciliation
Treaty rights	Land claims
Legal precedent	Self-determination
Grassroots movements	Negotiation

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Cases such as *Marshall v. Canada* (1999), which affirmed Mi'kmaw fishing rights under treaties.
- Movements like Idle No More and their role in uniting Indigenous and non-Indigenous allies to address rights violations.
- Historical examples of broken treaties and systemic discrimination that have shaped the need for advocacy.
- Examples of the diversity of approaches across different Indigenous communities, recognizing that advocacy methods are often context specific

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.

Indicator 5.1: Compare the methods by which Mi'kmaw and other Indigenous peoples have advocated for the recognition of rights

Ongoing Assessment: What am I looking for?

Students can:

- Identify and describe the methods Mi'kmaw and other Indigenous peoples have used to advocate for rights.
- Compare the goals, strategies, and impacts of these methods.
- Analyze how these methods have evolved over time and in response to specific challenges.
- Reflect on the effectiveness of these methods in advancing reconciliation and self-determination.
- Use evidence to support their comparisons and analyses

Suggestions for Teaching and Learning

- Promote comparison thinking by posing a question like, *How do grassroots movements and legal challenges differ in their approaches to advocating for Indigenous rights?* Facilitate small group research and discussions to explore answers.
- Introduce a three-column chart for students to compare the goals, methods, and impacts of legal challenges, grassroots movements, and international advocacy.
- Share videos or podcasts about Indigenous advocacy, such as coverage of the Marshall Decision or Idle No More, and have students compare the communication strategies used in each.
- Provide excerpts from legal documents, speeches, or campaign materials. Have students examine how language and tone differ across methods of advocacy (e.g., legal briefs vs. public rally speeches).

Suggestions for Ongoing Assessment: How can I gather evidence?

Comparative Reflection

What it looks like:

- Students write a reflection comparing the effectiveness of two advocacy methods, considering criteria like reach, impact, and longevity of results.

Advocacy Comparison Chart

What it looks like:

- Students create a chart comparing two or three methods of advocacy. Columns include goals of each method, key examples, strengths and limitations, and impacts.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.				
Methods of Advocacy	**Impact of the Media**	Systemic Barriers	Effects of Residential Schools	Advocacy and Change

Indicator 5.2: Analyse how the media has portrayed Mi'kmaw and other Indigenous people's responses to injustices

This is about:

Exploring how media outlets have depicted Mi'kmaw and other Indigenous peoples' responses to injustices, including protests, legal actions, and advocacy efforts. Students will analyze the tone, language, and framing of these portrayals, as well as their potential influence on public perceptions and policy decisions.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Media portrayal	Public opinion
Framing	Narrative control
Bias	Social media vs. traditional media
Stereotypes	Advocacy journalism

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The role of the media in shaping public opinion and its power in framing social issues.
- Examples of how media historically portrayed Indigenous responses to injustices (e.g., the Oka Crisis, Idle No More) and discuss the evolution of coverage over time.
- Differences between traditional media (e.g., newspapers, TV news) and social media platforms (e.g., X, TikTok), and their roles in amplifying or distorting messages.
- The importance of including first voice (perspectives by those most affected by the issue or event) in news reporting.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.

Indicator 5.2: Analyse how the media has portrayed Mi'kmaw and other Indigenous people's responses to injustices

Ongoing Assessment: What am I looking for?

Students can:

- Identify examples of media coverage of Indigenous responses to injustices (e.g., protests, legal cases, grassroots movements).
- Analyze the language, tone, and framing used in the coverage, considering bias or stereotypes.
- Compare portrayals across different types of media (e.g., traditional news vs. social media).
- Evaluate the impact of media portrayals on public perceptions of Indigenous rights and reconciliation efforts.
- Use evidence to support their analysis and conclusions

Suggestions for Teaching and Learning

- Provide students with articles or videos from different media outlets covering the same event (e.g., historical and contemporary coverage of the residential school system). Have students analyze the differences in language, tone, and framing.
- Pose an analytical question to guide thinking: *How does media framing influence public perceptions of Indigenous responses to injustices?* Facilitate small group discussions or time to research to explore this question.
- Students create a timeline showcasing how media portrayed key Indigenous responses to injustices over time (e.g., the Oka Crisis, the Wet'suwet'en pipeline protests). Encourage them to reflect on shifts in tone and framing.
- Show students a short clip from a news program or documentary covering an Indigenous movement. Ask them to evaluate the framing, tone, and use of visuals to convey a message.
- Have students write a reflection on the media's responsibility to provide unbiased coverage of issues impacting Indigenous peoples.

Suggestions for Ongoing Assessment: How can I gather evidence?

Media Framing Analysis Chart

What it looks like:

- Students analyze two or more media portrayals of the same event (e.g., Idle No More protests). They complete a chart with the following columns: media outlet, tone, framing, impact, using evidence from the portrayals to support their analysis.

Written Reflection

What it looks like:

- Students write a short reflection evaluating the role of the media in shaping public perceptions of Indigenous responses to injustices. They provide specific examples of biased, balanced, or stereotype-reinforcing portrayals.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.				
Methods of Advocacy	Impact of the Media	**Systemic Barriers**	Effects of Residential Schools	Advocacy and Change

Indicator 5.3: Investigate the systemic barriers Mi'kmaw and other Indigenous peoples have faced when responding to injustices

This is about:

Exploring the systemic barriers that have affected Mi'kmaw and other Indigenous peoples' efforts to respond to injustices. This includes examining obstacles in legal, political, economic, and social systems, and considering how these barriers have shaped and constrained responses.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Systemic barriers	Disenfranchisement
Structural inequities	Federal government
Institutional bias	Racism

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Historical motivations for creation of systemic barriers (e.g., assimilation, land).
- How historical and contemporary systemic barriers, embedded in institutions and policies, create persistent obstacles for marginalized groups (e.g., denial of legal standing in courts for Indigenous peoples under colonial laws, policies stemming from the Indian Act limiting land use and cultural practices, lack of voting rights until the 1960s, bias in media coverage).
- How systemic barriers limit access to justice, resources, and opportunities for advocacy, often requiring creative and resilient responses.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.

Indicator 5.3: Investigate the systemic barriers Mi'kmaw and other Indigenous peoples have faced when responding to injustices

Ongoing Assessment: What am I looking for?

Students can:

- Identify examples of systemic barriers that have hindered Indigenous responses to injustices.
- Explain how these barriers are rooted in historical and contemporary systems.
- Investigate how Indigenous communities have navigated or challenged these barriers.
- Reflect on the consequences of these barriers for reconciliation and equity.
- Use evidence from research or case studies to support their findings.

Suggestions for Teaching and Learning

- Pose a question like, What systemic barriers have limited Indigenous responses to injustices, and how have communities worked to overcome them? Facilitate group discussions or independent research.
- Provide students with primary and secondary sources like government documents (e.g., excerpts from the Indian Act), legal rulings, or media reports that illustrate systemic barriers. Students analyze the impact of these barriers.
- Assign a case study of a specific event, such as the Oka Crisis or the Marshall Decision. Have students identify the systemic barriers Indigenous communities faced during these events and evaluate how they were addressed.
- Use a change and continuity graphic organizer. Ask students to research and compare systemic barriers from different time periods and identify what has changed, and what has stayed the same.
- Create a collaborative visual map of systemic barriers affecting Mi'kmaw and other Indigenous peoples, with branches showing legal, political, economic, and social obstacles.
- Share personal narratives or testimonies from Indigenous leaders about their experiences with systemic barriers. Ask students to reflect on the personal and community impacts.

Suggestions for Ongoing Assessment: How can I gather evidence?

Barrier Analysis Chart

What it looks like:

- Students create a chart identifying examples of systemic barriers, their root causes, and their impacts. Columns include barrier, cause, impact.

Reflective Journal Entry

What it looks like:

- Students write a journal entry reflecting on how systemic barriers have limited Indigenous responses to injustices and what this reveals about the broader challenges of reconciliation and equity.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.				
Methods of Advocacy	Impact of the Media	Systemic Barriers	**Effects of Residential Schools**	Advocacy and Change

Indicator 5.4: Analyse the impacts of the residential school system for Mi'kmaw and other Indigenous communities

This is about:

Examining the historical and ongoing impacts of the residential school system on Mi'kmaw and other Indigenous communities. This includes analyzing how residential schools disrupted family and community structures, suppressed languages and cultures, and contributed to systemic inequities, as well as exploring the intergenerational effects on survivors and their families. Teachers may wish to review Teaching Difficult History: A Guide for Grade Seven to Twelve Teachers before engaging with this indicator.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Residential schools	Truth and Reconciliation Commission (TRC)
Cultural genocide	Systemic racism
Survivors	Healing
Assimilation attempts	Resilience
Intergenerational trauma	
Reconciliation	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- An overview of the residential school system, including its purpose, operation, and legacy, emphasizing the government and church roles in its establishment.
- How residential schools aimed to assimilate Indigenous children by forcibly removing them from their families, communities, and cultures.
- The cultural, linguistic, psychological, and social consequences, including the erosion of family structures, loss of cultural identity, and widespread trauma.
- How the effects of residential schools extend beyond survivors, impacting future generations through loss of traditional family and education systems, loss of identity, and systemic inequities.
- Efforts such as the TRC, community-led healing initiatives, and survivor advocacy for justice and recognition.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.

Indicator 5.4: Analyse the impacts of the residential school system for Mi'kmaw and other Indigenous communities

Ongoing Assessment: What am I looking for?

Students can:

- Identify key features of the residential school system and its purpose.
- Analyze the impacts of residential schools on individuals, families, and communities.
- Evaluate the long-term effects of residential schools, including intergenerational trauma and systemic inequities.
- Reflect on the role of reconciliation efforts in addressing these impacts.
- Use specific examples and evidence to support their analysis.

Suggestions for Teaching and Learning

- Share video or written testimonies from residential school survivors (e.g., through the National Centre for Truth and Reconciliation). Students analyze the experiences and reflect on the personal and community impacts of residential schools.
- Students map the impacts of residential schools, identifying causes (e.g., forced removal, suppression of language) and their effects on individuals, families, and communities.
- Provide students with government documents (e.g., excerpts from the Indian Act), photos, or TRC reports. Have students analyze how these sources contribute to understanding the impacts of residential schools.
- Ask students to consider how residential schools have shaped Canada's history and what steps are necessary for reconciliation. Use prompts like, *Why is it important to understand the intergenerational impacts of residential schools?*
- Students create a visual timeline of the residential school system, marking its establishment, significant events (e.g., the 2008 federal apology), and efforts toward reconciliation. This could be shared in a common space within the school.
- Assign Indigenous authors, poets, or artists who address the legacy of residential schools in their work. Students analyze how creative expression conveys the impacts and fosters understanding.

Suggestions for Ongoing Assessment: How can I gather evidence?

Case Study Analysis

What it looks like:

- Students examine the impacts of residential schools on an Indigenous community. They identify common experiences, effects on survivors and their families/communities, and responses to these impacts.

Survivor Story Reflection

What it looks like:

- Students examine the story of a residential school survivor and reflect on the impacts of residential schools for the individual, their family, and/or their community.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.				
Methods of Advocacy	Impact of the Media	Systemic Barriers	Effects of Residential Schools	**Advocacy and Change**

Indicator 5.5: Investigate the ways Indigenous peoples' advocacy has led to changes in Canada

This is about:

Exploring how Indigenous peoples' advocacy, through legal challenges, grassroots movements, cultural revitalization, and political engagement, has influenced changes in Canadian policies, societal attitudes, and reconciliation efforts. This includes examining key moments in advocacy and their outcomes, such as shifts in laws, court rulings, public awareness, and government actions.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Advocacy	Treaty rights
Grassroots movements	Policy reform
Legal challenges	Cultural reassurance
Reconciliation	Activism

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Various approaches Indigenous peoples have used to advocate for change, including legal challenges, grassroots movements, international advocacy (e.g., contributions to UNDRIP), cultural revitalization.
- Historical and contemporary contexts of systemic barriers Indigenous peoples faced before advocacy efforts led to change.
- Recent successes in responding to barriers Indigenous peoples have faced.
- Tangible indicators of change, such as changes in laws, increased public awareness, and improved funding for Indigenous-led initiatives.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.

Indicator 5.5: Investigate the ways Indigenous peoples' advocacy has led to changes in Canada

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific examples of Indigenous advocacy in Canadian history and today.
- Analyze the goals, methods, and outcomes of these advocacy efforts.
- Investigate how these efforts have influenced changes in laws, policies, and public perceptions.
- Reflect on the significance of these changes for reconciliation and equity in Canada.
- Use evidence from research or case studies to support their findings.

Suggestions for Teaching and Learning

- Model ways to identify reliable sources and gather relevant information about Indigenous advocacy efforts.
- Assign students to research key examples of Indigenous advocacy (e.g., Idle No More, the Marshall Decision). Students analyze the goals, methods, and outcomes of each example and present their findings.
- Have students compare two advocacy efforts (e.g., a legal challenge like R. v. Sparrow versus a grassroots movement like Idle No More). Students evaluate the purpose and effectiveness of each method in achieving change.
- Pose a question such as, *How have Indigenous peoples' advocacy efforts influenced reconciliation in Canada?* Facilitate group discussions or research to explore answers.
- Students work in groups to design an infographic that explains how Indigenous advocacy efforts have led to specific changes, such as land reclamation, cultural funding, or legislative reforms.

Suggestions for Ongoing Assessment: How can I gather evidence?

Advocacy Showcase

What it looks like:

- Students create a multimedia presentation (e.g., slideshow or short video) highlighting one advocacy effort, its goals, and the changes it achieved. They include visuals, quotations from Indigenous leaders/activists, and a conclusion about its effectiveness based on their evidence.

Advocacy Method Spotlight

What it looks like:

- Students choose one method of Indigenous advocacy (e.g., education campaigns) and create a "spotlight" presentation or report that discusses its role in a specific change, focusing on how the method worked and its effectiveness.

Tying it all Together:

Throughout their work on this outcome, students have explored the injustices faced by Mi'kmaw and other Indigenous communities, the systemic barriers they have navigated, and the diverse advocacy methods they have used to bring about change. This knowledge and skills prepare students to deliver their evaluative presentation or report on Indigenous responses to injustices and advocacy for change.

Assessing the Outcome - Sample Suggestion:

Evaluative Presentation or Report

Students create an evaluative presentation or written report analyzing the effectiveness of specific responses by Mi'kmaw or other Indigenous communities to political, economic, or social injustices.

To support their evaluative presentation or report, students can:

Organize Findings:

- Use examples of advocacy methods (e.g., legal challenges like the Marshall Decision or grassroots movements like Idle No More) to provide evidence for their evaluation.

Analyze Impacts:

- Highlight the effectiveness of these efforts in bringing about policy reform, public awareness, or community revitalization, focusing on both successes and limitations.

Incorporate Perspectives:

- Use first-voice accounts, survivor testimonies, or Indigenous leaders' perspectives to emphasize the lived experiences behind advocacy efforts.

Compare Approaches:

- Draw on comparisons between advocacy methods (e.g., legal challenges vs. public awareness campaigns) to provide a nuanced evaluation of their effectiveness in achieving justice and reconciliation.

Synthesize Connections:

- Link their findings to broader themes, such as systemic barriers, equity, and reconciliation, to show how advocacy efforts have shaped Canada's progress.

This approach ensures that students synthesize their learning into a well-supported, evidence-based presentation or report that clearly communicates the effectiveness of Indigenous advocacy efforts in Canada.

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.

Rationale

Black Nova Scotians have shaped the province for centuries through their resilience, knowledge, and contributions. The fifty-two historical African Nova Scotian communities reflect diverse histories, including those of Planters, Black Loyalists, Maroons, Black Refugees, and Caribbean settlers. Across Canada, Black individuals and organizations have driven social change by addressing racism, dismantling systemic barriers, and promoting civic engagement. Since 1945, Black communities have built on legacies of advocacy to sustain families, protect historical communities, and work with governments to develop Africentric programs and services. This outcome allows learners to explore the diversity of Black communities, their unique priorities, and the importance of first voice in decision-making. Learners will examine how individuals and organizations have inspired change, strengthened communities, and promoted equity and well-being.

Indicators

- Investigate the diversity of Black communities in Nova Scotia and Canada
- Analyse the significance of first voice and community-based consultation in government decision-making
- Compare the ways various individuals and organizations have advocated for equity for Black Canadians
- Investigate how individuals and organizations are working to protect and sustain historical Black communities
- Analyse how individuals and organizations have acted to inform and develop responsive social services and programs

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Identify Black Nova Scotian and Canadian individuals and organizations that have led change in their communities (e.g., Viola Desmond, the African United Baptist Association).
- Recognize the historical and contemporary challenges faced by Black communities in Canada, including the impacts of systemic racism on communities (e.g., access to education and employment).
- Describe the key methods and strategies used by Black individuals and organizations to create social, economic, and political change (e.g., advocacy, education, community development, legal challenges).

Understanding

- Explore the historical context of systemic barriers and inequities faced by Black Nova Scotians and Canadians.
- Consider how systemic and institutional racism affects individuals' and groups' opportunities to make changes, and why eliminating racism and discrimination is an essential part of creating lasting change.
- Examine how individuals and organizations worked to address injustices and build stronger communities.
- Consider the impact of these efforts on their communities, broader society, and the progress toward equity in Canada.
- Examine the ways the leadership of Black individuals and organizations continues to influence change today.

Skill: Evaluate

- *Identify Criteria for Evaluation:* Develop criteria to assess the effectiveness of individuals and organizations in leading change, such as measurable outcomes, community impact, and contributions to systemic change.
- *Collect and Analyse Evidence:* Gather evidence by researching examples of leadership (e.g., advocacy campaigns, legal victories, educational initiatives) and analyzing the outcomes of these efforts, including how systemic and institutional racism impacted efforts to create change.
- *Make Judgements:* Assess the successes, challenges, and long-term impacts of their work, providing well-supported conclusions.
- *Communicate Findings:* Synthesize their evaluation into a clear, evidence-based response that connects historical and contemporary examples.

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners will create responses to opportunities and challenges in present-day Maritime communities.
Social Studies 8	Learners will formulate responses to change in Canadian society.
Citizenship 9	Learners will evaluate strategies to meaningfully engage as citizens within a democratic process.
	Learners will compare the impact of economic decisions from the perspectives of various groups of people.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Understanding of Leadership Roles	▪ Identifies Black Nova Scotian and Canadian individuals and organizations that led change. ▪ Explains the historical and social contexts in which they worked.
Evaluation of Efforts	▪ Analyzes the methods and strategies used to create change. ▪ Evaluates the effectiveness of these efforts based on clear criteria, supported by evidence. ▪ Identifies barriers to change (e.g., institutional and systemic racism) and recognizes their impact on efforts to make change.
Connecting to Broader Themes	▪ Demonstrates how these efforts contributed to positive changes for Black communities. ▪ Reflects on the ongoing relevance of this leadership for contemporary issues.
Use of Evidence	▪ Incorporates specific examples, such as advocacy campaigns, legal cases, or community initiatives, to support conclusions. ▪ Demonstrates critical thinking in evaluating successes, limitations, and impacts.

Assessing the Outcome - Sample Suggestion:

Documentary Script and Storyboard

Overview for Teachers:

Students create a documentary script and storyboard that evaluates the roles of Black Nova Scotian and Canadian individuals and organizations in leading change. This project focuses on combining research and analysis with creative storytelling to communicate their findings.

Format:

Students will create a documentary script and storyboard that evaluates the roles of Black Nova Scotian and Canadian individuals . organizations in leading change, focusing on their methods, impacts, and contributions to equity and justice.

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.				
Diverse Black Communities	First Voice and Community Consultation	Advocating for Equity	Protecting and Sustaining	Programs and Services

Indicator 6.1: Investigate the diversity of Black communities in Nova Scotia and Canada

This is about:

Exploring the rich diversity within Black communities in Nova Scotia and Canada, including differences in history, culture, experiences, and contributions. This includes examining historical migration patterns, unique identities (e.g., African Nova Scotians, Caribbean Canadians, recent African immigrants), and the varied ways these communities have shaped Canadian society.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

African Nova Scotian	African diaspora
People of African Ancestry	Africentricity
Black Loyalists	Identity
Jamaican Maroons	Migration
Black Refugees	Resilience
Caribbean diaspora	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Key historical events and migrations (forced and voluntary) that have shaped Black communities in Canada, such as the arrival of the Black Loyalists, Black Refugees, and Jamaican Maroons to Nova Scotia, the Underground Railroad and the establishment of Black settlements in Ontario, recent immigration from Africa and the Caribbean.
- Examples of the unique histories, cultural practices and contexts of Black communities in Canada.
- The historical and contemporary systemic barriers that have affected different Black communities.
- Examples of resilience, advocacy, and contributions to local communities.

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.

Indicator 6.1: Investigate the diversity of Black communities in Nova Scotia and Canada

Ongoing Assessment: What am I looking for?

Students can:

- Identify African Nova Scotian communities and Black communities in Canada and describe their unique histories and cultural identities.
- Examine how historical and contemporary events have shaped the diversity of these communities.
- Investigate the contributions of Black communities to Canadian society.
- Reflect on the importance of understanding and celebrating diversity within Black communities.
- Use evidence from reliable sources to support their findings.

Suggestions for Teaching and Learning

- Assign students to research and create a profile of a specific Black community in Canada (e.g., Birchtown, Cherry Brook, Lucasville in Nova Scotia, Little Jamaica in Toronto). Students present their findings, focusing on the community's history, culture, brilliance, and contributions.
- Share oral histories or video interviews from African Nova Scotians or other Black Canadians. Students reflect on the personal stories and discuss how they add depth to their understanding of Black diversity.
- Ask students to compare the experiences of historical Black communities with more recent immigrants from Africa or the Caribbean. Students analyze similarities, differences, and evolving challenges.
- Explore works by Black Canadian authors, poets, or visual artists. Students examine how these works reflect diverse Black identities and experiences in Canada.
- Pose a question such as, *Why is it important to understand the diversity within Black communities in Canada?* Facilitate a discussion that encourages students to explore themes of identity, resilience, and inclusion.

Suggestions for Ongoing Assessment: How can I gather evidence?

Comparative Profile

What it looks like:

- Students create a digital or physical profile showcasing the history, culture, and contributions of a specific Black community in Canada. The profile includes visuals, quotations, and a summary of their research.

Annotated Map

What it looks like:

- Students label historic Black communities on a map of Nova Scotia or Canada, annotating aspects that make the community unique such as the community's origins, or contributions to the province or Canada.

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.				
Diverse Black Communities	**First Voice and Community Consultation**	Advocating for Equity	Protecting and Sustaining	Programs and Services

Indicator 6.2: Analyse the significance of first voice and community-based consultation in government decision-making

This is about:

Exploring how the inclusion of first voice perspectives (the lived experiences of those directly affected) and community-based consultation ensures that government decision-making is equitable, informed, and responsive to the needs of diverse communities. This involves analyzing the significance of these practices in addressing systemic inequities, fostering reconciliation, and promoting community voice to guide decisions.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

First voice Community-based consultation Policy Partners	Co-creation Community engagement Accountability

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Why governments need to center the voices of those directly affected by policies, particularly marginalized or historically excluded groups.
- Examples of where government decisions were made without considering community's needs (e.g., Africville).
- Methods like public hearings, roundtables, focus groups, and participatory decision-making.
- The importance of including these practices in addressing inequities and fostering community well-being.
- Barriers to effective consultation such as lack of follow-through on recommendations or exclusion of key perspectives.

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.

Indicator 6.2: Analyse the significance of first voice and community-based consultation in government decision-making

Ongoing Assessment: What am I looking for?

Students can:

- Define and explain the concepts of first voice and community-based consultation.
- Analyze examples of these practices in government decision-making.
- Describe the significance of including these practices in addressing systemic inequities and promoting community well-being.
- Identify the challenges and opportunities of using first voice and consultation in policymaking.
- Use specific evidence and examples to support their analysis.

Suggestions for Teaching and Learning

- Model analysing a historical case study where community perspectives were ignored (e.g., Africville). Ask students to consider how the lack of meaningful consultation affected decision-making and the long-term consequences for the community and its members.
- Pose a question like What changes have occurred in government decision-making when first voice perspective and community-based consultation are included? Students can research examples and report on their findings.
- Lead students through a comparative analysis where they compare two examples of government decision-making, one that included first voice and one that excluded it. Students analyse the difference in outcomes and impact for communities.
- Students consider continuity and change by considering how policies and their impacts have changed over time, focusing on a specific area (e.g., justice, education) and considering the role of community voice in creating change.

Suggestions for Ongoing Assessment: How can I gather evidence?

Consultation Reflection Journal

What it looks like:

- Students write a journal entry reflecting on the outcomes of a community consultation process. They can consider why it is important to include first voice in decision-making, and how challenges could be addressed.

Comparative Analysis Chart

What it looks like:

- Students create a chart comparing a government decision-making process that included community consultation and one that did not. Columns include decision/policy, role of first voice (included or excluded), outcome/impact (e.g., trust built or eroded, community needs met or not).

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.				
Diverse Black Communities	First Voice and Community Consultation	**Advocating for Equity**	Protecting and Sustaining	Programs and Services

Indicator 6.3: Compare the ways various individuals and organizations have advocated for equity for Black Canadians

This is about:

Exploring and comparing the methods used by Black individuals and organizations in Canada to advocate for equity. This includes analyzing different approaches such as legal challenges, community organizing, education campaigns, and cultural initiatives, and evaluating their successes, challenges, and contributions to social justice.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Petition	Restorative justice
Advocacy	Community empowerment
Community organizing	Africentricity
Systemic racism	Tradition
Equity	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The historical context of advocacy (e.g., early examples of unequal treatment and community responses such as petitions and advocating for schools and teachers).
- Prominent leaders who played central roles in advocating for equity (e.g., Viola Desmond, Delmore “Buddy” Daye, Burnley “Rocky” Jones, Gloria Baylis, etc.).
- The role of organizations in advocacy (e.g., African United Baptist Association, Black United Front, Black Educators Association, etc.).
- Different strategies individuals and organizations have used to advance equity (e.g., legal challenges, grassroots movements, petitions, community-based reports and research, cultural empowerment).
- Examples of key successes (e.g., the elimination of segregated seating, policy changes following the BLAC Report, recognition of historical injustices like the formal apology for Africville).

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.

Indicator 6.3: Compare the ways various individuals and organizations have advocated for equity for Black Canadians

Ongoing Assessment: What am I looking for?

Students can:

- Identify individuals and organizations that have advocated for equity for Black Canadians.
- Describe the historical and social contexts in which these individuals and organizations worked.
- Compare methods of advocacy.
- Use evidence to support their comparisons.

Suggestions for Teaching and Learning

- Model analysing a historical case study of advocacy and discuss how individuals and community leaders advocated for equity.
- Pose an inquiry question to encourage comparison thinking, such as How have different individuals and organizations advocated for equity, and how did methods vary based on the context?
- Share oral histories, interviews, video clips featuring biographical information about African Nova Scotian advocates and ask students to explore how lived experiences informed their advocacy efforts.
- Guide students in comparing two examples of advocacy and ask them to compare the goals of each effort, the strategies used, and short- and long-term impacts for Black communities.
- Explore continuity and change by examining how advocacy for equity in a specific area (such as education or justice reform) has evolved over time.
- Ask students to create a comparison chart highlighting key individuals and organizations, their methods of advocacy, and their impacts

Suggestions for Ongoing Assessment: How can I gather evidence?

Advocacy Comparison Chart

What it looks like:

- Students create a chart comparing the methods of two advocates or organizations. Columns could include advocate/organization, focus of advocacy, methods used, impact/outcome.

Reflective Comparison Journal

What it looks like:

- Students write a reflective journal entry comparing the advocacy work of an individual and an organization. They can respond to prompts such as: *How did their approaches differ or align? What challenges did they face, and how did they overcome them? Which methods do you think were most effective, and why?*

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.				
Diverse Black Communities	First Voice and Community Consultation	Advocating for Equity	**Protecting and Sustaining**	Programs and Services

Indicator 6.4: Investigate how individuals and organizations are working to protect and sustain historical Black communities

This is about:

Exploring the efforts of individuals and organizations to protect and sustain historical Black communities in Nova Scotia and Canada. This includes investigating how these efforts preserve history, address systemic inequities, and ensure the cultural, economic, and social sustainability of these communities.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content. Embedding vocabulary and background knowledge instruction into your lessons proactively reduces barriers to learning, promotes inclusive practices, and enhances student engagement.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Historical Black communities	Advocacy
Cultural preservation	Community-led initiatives
Sustainability	Gentrification
Land grants/Land titles	Systemic barriers
Heritage	Economic opportunities

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Historical African Nova Scotian communities and their unique contexts.
- Factors that challenge the sustainability of communities (e.g., gentrification, denial of land title, environmental racism, etc.).
- Individuals and organizations actively working to protect communities.
- Key initiatives and their impacts (e.g., the Preston Land Title Initiative, cultural and historical preservation centres like the Africville Museum and the Black Loyalist Heritage Centre, etc.).

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.

Indicator 6.4: Investigate how individuals and organizations are working to protect and sustain historical Black communities

Ongoing Assessment: What am I looking for?

Students can:

- Identify historically significant Black communities in Nova Scotia and Canada.
- Investigate the role of individuals and organizations in protecting and sustaining these communities.
- Analyze the methods used (e.g., cultural preservation, legal advocacy, community programs) and their impact on sustaining these communities.
- Reflect on the importance of protecting historical Black communities for cultural identity, reconciliation, and social justice.
- Use evidence to support their investigation, including primary and secondary sources.

Suggestions for Teaching and Learning

- Pose questions like How do individuals and organizations sustain cultural identity and community strength in historical Black communities?
- Model analytical thinking by examining how advocacy addresses systemic barriers, using examples like land ownership in Preston and education initiatives led by the Black Educators Association.
- Use a graphic organizer to compare the roles of individuals (e.g., Delmore "Buddy" Daye, Carrie Best) and organizations (e.g., Black Cultural Centre, DBDLI) in sustaining historical communities.
- Develop a timeline of significant events tied to the contributions of selected individuals and organizations. Annotate each event with a description of its impact on the community.
- Facilitate a mini-inquiry project where students research a specific community (e.g., Whitney Pier, Birchtown) and present on the strategies used to protect its history and future.

Suggestions for Ongoing Assessment: How can I gather evidence?

Community Impact Report

What it looks like:

- Students write a short report on one historical Black community, investigating the community's history and challenges, efforts by individuals and organizations to protect it, and the significance of these efforts for the community.

Advocacy Presentation

What it looks like:

- Students prepare a presentation highlighting an individual (e.g., Senator Wanda Thomas Bernard) or organization (e.g., the Africville Genealogy Society, AKOMA) that has worked to protect a historical Black community. Students include visuals, key achievements, and a reflection on their impact.

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.				
Diverse Black Communities	First Voice and Community Consultation	Advocating for Equity	Protecting and Sustaining	**Programs and Services**

Indicator 6.5: Analyse how individuals and organizations have acted to inform and develop responsive social services and programs

This is about:

Exploring how individuals and organizations are working to protect and sustain historical Black communities in Canada by developing programs and initiatives that address community needs. This includes investigating efforts to tackle systemic barriers such as access to education, housing, health care, employment, and support for children and families. Students will examine how these efforts contribute to the growth, sustainability, and well-being of historical Black communities.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Social services	Community engagement
Advocacy	Access
Equity	Community-based programs
Sustainability	Africentric
Systemic barriers	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Community initiatives that aim to improve access to housing, education, healthcare, and economic opportunity while reducing inequities for marginalized groups.
- Key challenges facing historical Black communities today.
- Individuals and organizations supporting communities.
- Role of various levels of government in developing social services and programs.
- Opportunities for and limitations to community engagement in decision-making (e.g., focus groups, town halls, community consultations).

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.

Indicator 6.5: Analyse how individuals and organizations have acted to inform and develop responsive social services and programs

Ongoing Assessment: What am I looking for?

Students can:

- Identify the vital contributions of Black communities in shaping and sustaining social services and programs.
- Investigate the leadership and advocacy of individuals and organizations in driving equitable and community-focused initiatives/programs.
- Analyse how collaboration between governments and Black communities has led to the development of effective strategies to address systemic barriers.
- Reflect on the power of community engagement and consultation in achieving equitable outcomes.
- Use evidence from research to highlight successful partnerships and outcomes achieved through Black community leadership.
- Use evidence from research to support their findings.

Suggestions for Teaching and Learning

- Model analyzing a successful government-community partnership by exploring its shared goals, collaborative approaches, challenges and outcomes.
- Compare two examples of government engagement. Students examine how individuals and organizations from Black communities partnered with government to achieve transformative change.
- Pose a question such as How do collaborative efforts between government and Black community organizations contribute to supporting the intelligence, strength, resilience, and wisdom in the Black communities? Students research examples and present their findings.
- Students use a graphic organizer to map out examples of government policies or programs that were co-created with Black community advocacy, highlighting achievements and opportunities for further growth.
- Ask students to explore historical events where government-community relationships evolved and discuss the importance of building trust and mutual accountability to foster equitable partnerships.
- Have students write a comparative analysis of two instances of government decision-making relating to Black communities: one that demonstrates how community leadership was effectively integrated into policy development, and one where opportunities for collaboration were missed.
- Have students examine how transparent and accountable government practices strengthen relationships with Black communities and support equity.

Suggestions for Ongoing Assessment: How can I gather evidence?

Community First Voice Panel

What it looks like:

- Students research and collect first-voice perspectives (e.g., interviews, speeches, etc.) from individuals involved in advocacy efforts for historical Black communities. They create a panel-style presentation that highlights the community's strengths, the community's challenges, the role of the advocate/organization, and the outcome of collaboration with government.

News Media and Public Discourse Analysis

What it looks like:

- Students examine news articles, opinion pieces, and video clips covering initiatives that highlight success within the Black community, as well as efforts to address issues affecting Black communities. They analyse how the government and community roles are represented, differences in perspectives, and the media's role in raising awareness of these efforts.

Tying it all Together:

Throughout their work on this outcome, students explored the roles of individuals and organizations in leading change for Black Nova Scotian and Canadian communities. They investigated efforts to address systemic inequities, sustain historical Black communities, and protect and sustain communities through community-based programs, social services, and advocacy. This foundational knowledge prepares students to develop their documentary script and storyboard, where they will evaluate these efforts and communicate their findings.

Assessing the Outcome - Sample Suggestion:

Documentary Script and Storyboard

Students create a documentary script and storyboard that evaluates the roles of Black Nova Scotian and Canadian individuals and organizations in leading change. This project focuses on combining research and analysis with creative storytelling to communicate their findings.

To support their documentary project, students can:

Highlight Key Individuals and Organizations:

- Use their research to showcase the roles of individuals (e.g., Viola Desmond, Rocky Jones, Delmore "Buddy" Daye) and organizations (e.g., Black United Front, Africville Genealogy Society, Black Educators Association).

Show Connections Between Past and Present:

- Include examples of historical injustices and contemporary challenges, such as land title issues, gentrification, or education reforms, to demonstrate continuity and change.

Analyze Methods of Advocacy:

- Present the different approaches used—legal challenges, petitions, grassroots organizing, and cultural preservation—and evaluate their successes and limitations.

Incorporate First Voice Perspectives:

- Use interviews, oral histories, or primary source quotations to emphasize the lived experiences of Black community members and advocates.

Reflect on Government Engagement:

- Include examples of where government collaboration supported community goals (e.g., Preston Land Title Initiative, Weymouth Falls Community Land Trust) and where gaps in consultation hindered progress.

Evaluate Impacts:

- Analyze the outcomes of these efforts, reflecting on their significance in sustaining Black communities and advancing equity in Canada.

Learners will evaluate Canadian responses to environmental justice issues.

Rationale

Environmental stewardship is at the forefront of contemporary issues. Canada benefits from great natural resource wealth but decisions around land use have had negative effects on vulnerable communities and local environments. Environmental justice seeks to provide fair and meaningful involvement for all Canadians with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Decisions made around land and resource use must provide pathways for a prosperous and sustainable future for all communities in Canada. Learners will consider how decision-making practices around land use have led to vulnerable communities bearing a disproportionate share of negative environmental consequences resulting from industrial, municipal, and commercial operations. Learners will investigate the effects of environmental racism on people in Nova Scotia and across the country. Learners will examine how community advocates and environmentalists are bringing attention to how communities are being negatively affected by environmental regulations and policies. They will explore how the Mi'kmaq, African Nova Scotians and others are responding to ensure that decision-makers include community consultations to make informed decisions and take positive action to guarantee environmental justice. Learners will analyse the responses of local, provincial, and federal governments to ensure environmental justice for Canadians now, and in the future.

Indicators

- Investigate the factors that influence decisions around land use
- Investigate the effects of environmental racism on communities in local and national contexts.
- Compare the ways Mi'kmaw and other Indigenous communities advocate for environmental justice
- Analyse the responses of vulnerable communities to environmental racism
- Analyse the responses of local, provincial, and federal governments to environmental injustices

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

Learners will evaluate Canadian responses to environmental justice issues

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Define environmental justice as addressing the fair treatment and meaningful involvement of all people in environmental decision-making, regardless of race, income, or geography.
- Identify key Canadian environmental justice issues, including resource extraction, climate change impacts, industrial pollution, and water quality and access.
- Describe Canada's national, provincial, and community-level responses to these issues.

Understanding

- Explore the connections between environmental issues and systemic inequities, particularly for Indigenous, historically disenfranchised, and racialized communities.
- Examine Canada's environmental justice responses, including policy and legislation, legal and grassroots activism, and community-led initiatives.
- Recognize how Canada's responses have succeeded or failed in addressing environmental justice concerns.
- Recognize how environmental justice responses contribute to reconciliation, equity, and sustainability.

Skill: Evaluate

- *Identify Criteria for Evaluation:* Develop clear criteria to evaluate Canada's responses to environmental justice issues (e.g., effectiveness, inclusivity, equity, and sustainability).
- *Collect and Analyse Evidence:* Research specific Canadian responses to environmental justice issues, such as legal cases, government policies, and grassroots movements.
- *Make Judgements:* Assess the successes, limitations, and areas for improvement in Canadian responses, providing evidence-based conclusions.
- Communicate Findings: Synthesize and communicate evaluations clearly.

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners will evaluate the impact humans have on environmental sustainability.
Social Studies 8	Learners will analyse how environmental factors contribute to a changing Canadian society.
Citizenship 9	Learners will evaluate the consequences of action and inaction as twenty-first century global citizens.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Understanding of Environmental Justice Issues	▪ Identifies and explains Canadian environmental justice issues (e.g., resource extraction, water access). ▪ Demonstrates understanding of the systemic inequities that exacerbate these issues.
Evaluation of Responses	▪ Analyses Canadian responses (e.g., legislation, activism, and initiatives) to environmental justice issues. ▪ Evaluates responses based on effectiveness, inclusivity, equity, and sustainability.
Use of Evidence	▪ Provides specific examples of responses, such as policies (e.g., clean water commitments), legal cases (e.g., Grassy Narrows First Nation mercury poisoning), or grassroots initiatives. ▪ Uses evidence to support evaluations and conclusions.
Connection to Broader Themes	▪ Considers the role of environmental justice responses in advancing reconciliation, equity, and sustainability. ▪ Demonstrates critical thinking by proposing areas for improvement or future actions.

Assessing the Outcome - Sample Suggestion:

Environmental Justice Evaluation Report

Overview for Teachers:

Students create an evaluation report analyzing Canada's responses to a specific environmental justice issue, such as water quality in Indigenous communities, industrial pollution, or climate change impacts.

Presentation Format:

Students will create an evaluation report, presentation, or visual project analyzing Canada's responses to a specific environmental justice issue, assessing their effectiveness, inclusivity, equity, and sustainability using evidence from case studies, policies, and community perspectives.

Learners will evaluate Canadian responses to environmental justice issues.				
Decisions and Land Use	Impacts of Environmental Racism	Mi'kmaw and Indigenous Advocacy	Reponses to Environmental Racism	Government Responses

Indicator 7.1: Investigate the factors that influence decisions around land use

This is about:

Exploring the factors that influence how Canada responds to environmental justice issues, including political, economic, social, and environmental considerations. Students will investigate how factors such as government policies, economic priorities, community advocacy, and Indigenous rights shape Canada's responses, and analyze how these responses address systemic inequities and sustainability.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Environmental justice	Policy development
Systemic inequities	Advocacy
Stakeholders	Sustainability
Economic priorities	Land use

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How environmental justice addresses fairness and equity in environmental decision-making, focusing on marginalized communities disproportionately affected by environmental issues.
- The role of government policies and legislation (e.g., Canadian Environmental Protection Act, provincial climate action plans).
- The influence of government priorities, political will, and public opinion on decisions about land use.
- Economic factors like resource extraction industries and tensions between economic growth and environmental protection.
- Social and cultural factors and the influence of community perspectives in decision-making.
- Environmental and scientific factors such as the uneven impacts of climate change (e.g., flooding, wildfires, water contamination) and the role of scientific evidence in driving decision-making.

Learners will evaluate Canadian responses to environmental justice issues.

Indicator 7.1: Investigate the factors that influence decisions around land use

Ongoing Assessment: What am I looking for?

Students can:

- Identify and explain key factors (political, economic, social, environmental) that influence Canadian responses to environmental justice issues.
- Investigate specific examples where these factors shaped responses (e.g., Grassy Narrows, boil water advisories, pipeline protests).
- Analyze the role of community advocacy, government policy, and economic interests in shaping decisions.
- Use evidence to support their analysis and conclusions.

Suggestions for Teaching and Learning

- Model an analysis of key factors to highlight how government inaction, scientific evidence, and community advocacy influenced the response.
- Pose an inquiry question, e.g., *How do economic priorities and community advocacy influence Canada's responses to environmental justice issues?* Students research and report on examples like boil water advisories or pipeline projects.
- Assign roles to students as government officials, community advocates, industry leaders, or scientists to debate a fictional or real environmental issue. Students consider how each perspective influences decision-making.
- Students research a Canadian environmental justice issue and use a chart to map the political, economic, social, and environmental factors shaping the decisions leading to the issue.
- Students consider how power dynamics influence decision-making using a land use issue, mapping the different perspectives involved (e.g., local industry, government, community members, scientists, etc.),

Suggestions for Ongoing Assessment: How can I gather evidence?

Factor Analysis Chart

What it looks like:

- Students research a land use issue and create a chart identifying and analyzing the factors influencing decisions.

Reflective Journal Entry

What it looks like:

- Students write a journal entry reflecting on the question, Which factors - political, economic, social, or environmental - do you think most strongly influence decisions about how land is used? They should use evidence to support their thinking.

Learners will evaluate Canadian responses to environmental justice issues.				
Decisions and Land Use	**Impacts of Environmental Racism**	Mi'kmaw and Indigenous Advocacy	Reponses to Environmental Racism	Government Responses

Indicator 7.2: Investigate the effects of environmental racism on communities in local and national contexts

This is about:

Exploring the concept of environmental racism and investigating its effects on communities both locally and nationally. Students will examine how marginalized communities, particularly Indigenous and Black communities, disproportionately experience environmental harm due to systemic policies, resource extraction, and industrial practices. The investigation will also consider how these effects impact health, well-being, land rights, and cultural sustainability.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Environmental racism Systemic inequities Marginalized communities Pollution and contamination	Resource extraction Environmental health Advocacy and resistance

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Environmental racism as the disproportionate burden of environmental harm (e.g., pollution, toxic waste, lack of clean water) on racialized and historically disenfranchised communities, due to systemic inequities in policies and decision-making.
- Local examples of environmental racism (e.g., pulp mill effluent into Boat Harbour, landfill placement near Lincolnville and Sunnyville).
- National examples of environmental racism (e.g., mercury poisoning in Grassy Narrows First Nation).
- Effects on communities (e.g., health impacts, loss of land and environmental health).

Learners will evaluate Canadian responses to environmental justice issues.

Indicator 7.2: Investigate the effects of environmental racism on communities in local and national contexts

Ongoing Assessment: What am I looking for?

Students can:

- Define environmental racism and identify its systemic causes.
- Investigate examples of environmental racism at the local and national levels.
- Identify the effects of environmental racism on the health, well-being, and sustainability of affected communities.
- Reflect on how environmental racism intersects with issues of systemic inequity and justice.
- Use evidence to support their investigation.

Suggestions for Teaching and Learning

- Have students compare environmental racism in local contexts (e.g., Lincolnville landfills, Pictou Landing First Nation) with national cases (e.g., Grassy Narrows mercury crisis, boil water advisories). Use a chart to identify shared patterns and differences.
- Pose an inquiry question, How does environmental racism impact marginalized communities, and what systemic changes are needed to address these issues? Students research and discuss findings.
- Share excerpts from interviews, documentaries, or testimonies by individuals from communities affected by environmental racism (e.g., Shelburne, Grassy Narrows). Students reflect on how these perspectives highlight lived experiences and systemic inequities.
- Provide students with news articles or reports covering issues like the Boat Harbour contamination. Ask students to analyse how environmental racism is discussed in the media and identify whose voices are represented or excluded.
- Have students investigate one example of environmental racism (e.g., water contamination, industrial pollution) and map out its causes, immediate effects, and long-term impacts on the community.

Suggestions for Ongoing Assessment: How can I gather evidence?

Local and National Comparison Chart

What it looks like:

- Students create a chart comparing two examples of environmental racism (e.g., Africville and Grassy Narrows) with columns for the issue (e.g., displacement, contamination), the causes (e.g., government policy, industrial practices), the effects on health, culture, and well-being.

Inquiry Tracker

What it looks like:

- Students maintain a log of questions they develop and investigate as they explore examples of environmental racism. At regular intervals, they choose a question to research or reflect upon.

Learners will evaluate Canadian responses to environmental justice issues.				
Decisions and Land Use	Impacts of Environmental Racism	**Mi'kmaw and Indigenous Advocacy**	Reponses to Environmental Racism	Government Responses

Indicator 7.3: Compare the ways Mi'kmaw and other Indigenous communities advocate for environmental justice

This is about:

Exploring how Mi'kmaw and other Indigenous communities engage in advocacy to address environmental justice. It highlights the values, knowledge systems, and strategies these communities use, such as protecting land and water, asserting treaty rights, and resisting environmentally harmful developments. Through this comparison, students will explore how Indigenous worldviews inform advocacy and analyze the effectiveness and challenges of these efforts.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Environmental justice	Stewardship
Treaty rights	Land and water protectors
Netukulimk	Resource extraction
Traditional Ecological Knowledge (TEK)	Etuaptmumk

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The principle of Netukulimk, which reflects the Mi'kmaw values of respect, reciprocity, responsibility, and relationship with the natural world.
- How Indigenous communities across Canada incorporate Traditional Ecological Knowledge (TEK) into land and water protection.
- The role of treaties, land rights, and colonial policies that often disrupted Indigenous relationships with the land.
- Various ways that Mi'kmaw and other Indigenous peoples advocate for environmental justice.

Learners will evaluate Canadian responses to environmental justice issues.

Indicator 7.3: Compare the ways Mi'kmaw and other Indigenous communities advocate for environmental justice

Ongoing Assessment: What am I looking for?

Students can:

- Identify the core values and worldviews that guide Mi'kmaw and other Indigenous advocacy.
- Compare strategies, such as legal challenges, direct action, and cultural teachings.
- Analyze the successes and challenges Indigenous communities face in their advocacy efforts.
- Provide evidence from reliable sources, including first voice perspectives, case studies, and media examples.

Suggestions for Teaching and Learning

- Use case studies to compare Mi'kmaw advocacy (e.g., Shubenacadie River water protection during Alton Gas opposition) and other Indigenous-led movements (e.g., Wet'suwet'en resistance to pipeline construction or Grassy Narrows mercury contamination).
- Guide students in creating a map of Canada that identifies Indigenous environmental justice movements. Include Mi'kmaw advocacy and examples from other Indigenous nations.
- Provide students with primary sources such as speeches, interviews, or videos from Mi'kmaw leaders (e.g., water protectors) and other Indigenous advocates (e.g., Wet'suwet'en Hereditary Chiefs). Ask students to compare their perspectives, identifying similarities and differences.
- Pose an inquiry question such as How can Netukulimk inform responses to environmental justice issues?
- Facilitate a discussion about how Etuaptmumk can lead to better outcomes for the environment and communities.
- Develop a timeline of advocacy. Ask students to trace key environmental justice movements over time, highlighting causes, actions, and impacts.

Suggestions for Ongoing Assessment: How can I gather evidence?

First Voice Quote Analysis

What it looks like:

- Students select quotations or written statements from Indigenous advocates and annotate these quotations to highlight key values or principles reflected, how advocacy aligns with environmental justice goals, and the challenges or successes described.

Advocacy Methods T-chart

What it looks like:

- Students create a t-chart comparing advocacy strategies of the Mi'kmaq and at least one other Indigenous nation. Categories include shared methods, distinct strategies unique to each nation, outcomes, and lessons learned.

Learners will evaluate Canadian responses to environmental justice issues.				
Decisions and Land Use	Impacts of Environmental Racism	Mi'kmaw and Indigenous Advocacy	**Reponses to Environmental Racism**	Government Responses

Indicator 7.4: Analyse the responses of vulnerable communities to environmental racism

This is about:

Exploring how vulnerable communities—particularly Indigenous, African Nova Scotian, and other racialized or marginalized groups—have responded to environmental racism. Students will analyse the actions taken to address systemic inequities, protect environmental health, and demand justice. This includes exploring community-led advocacy, legal challenges, grassroots activism, and collaboration with environmental organizations to create awareness and influence policy change.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Environmental racism	Grassroots activism
Vulnerable communities	Resilience
Health disparities	Environmental justice
Advocacy	Systemic inequities

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How colonialism, land dispossession, and systemic inequities have created conditions where certain communities experience disproportionate environmental harm.
- How the impacts of some environmental factors (e.g., impacts of climate change) are forecasted to disproportionately affect marginalized communities.
- Responses to environmental racism such as community organizing, legal action, collaborations with allies, and advocacy through storytelling, art, and media.

Learners will evaluate Canadian responses to environmental justice issues.

Indicator 7.4: Analyse the responses of vulnerable communities to environmental racism

Ongoing Assessment: What am I looking for?

Students can:

- Identify examples of environmental racism in local and national contexts.
- Analyze how vulnerable communities have responded to environmental racism.
- Evaluate the successes and challenges of these responses in achieving justice.
- Use reliable sources, including first-voice accounts, to support their analysis,

Suggestions for Teaching and Learning

- Have students research examples of environmental racism and identify the environmental issue, the actions taken, and the outcomes, focusing on how systemic inequities have influenced these responses.
- Students create cause-and-consequence charts that map the root causes of environmental racism, its impacts, and the resulting actions taken by communities.
- Model using historical thinking questions to analyse primary and secondary sources (e.g., Whose voices are represented or excluded in the sources? How does the source reflect the community's experiences or actions? How might the author's perspective be valuable or limiting when studying this topic?).
- Explore how vulnerable communities work with allies such as environmental organizations, researchers, or media to amplify their advocacy.
- Guide students to explore the long-term impacts of a community's response to environmental racism.

Suggestions for Ongoing Assessment: How can I gather evidence?

Cause and Consequence Diagram

What it looks like:

- Students create a cause-and-consequence diagram for a specific case of environmental racism. The diagram includes causes, short- and long-term consequences, and community responses. Students include written reflections explaining between causes, consequences, and responses.

Source-Based Analysis of Community Responses

What it looks like:

- Students examine a collection of primary and secondary sources related to a specific community's response to environmental racism (e.g., newspaper articles, interviews, government reports). Students synthesize their findings in a short, written analysis or oral presentation.

Learners will evaluate Canadian responses to environmental justice issues.				
Decisions and Land Use	Impacts of Environmental Racism	Mi'kmaw and Indigenous Advocacy	Reponses to Environmental Racism	**Government Responses**

Indicator 7.5: Analyse the responses of local, provincial, and federal governments to environmental injustices

This is about:

Exploring how various levels of government—local, provincial, and federal—have responded to environmental injustices in Canada. Students can analyze policies, legislation, funding initiatives, and community consultation efforts to address environmental issues that disproportionately affect vulnerable communities. Emphasis will be placed on evaluating the effectiveness, limitations, and outcomes of these responses, and how governments' roles and responsibilities interact at different levels.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Environmental policy	Consultation
Legislation	Environmental assessments
Accountability	Public policy implementation
Jurisdiction	Systemic barriers

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How jurisdiction impacts environmental decision-making in Canada.
- Local e.g., landfills, water access
- Provincial e.g., managing resource extraction, environmental assessments, and regulations
- Federal e.g., overseeing environmental legislation, funding programs, national commitments (climate agreements, federal taxation, etc.)
- Historical and contemporary cases where governments have taken action or failed to respond adequately.
- How responses are shaped by political will, economic pressures, systemic inequities, and advocacy.

Learners will evaluate Canadian responses to environmental justice issues.

Indicator 7.5: Analyse the responses of local, provincial, and federal governments to environmental injustices

Ongoing Assessment: What am I looking for?

Students can:

- Identify the roles and responsibilities of local, provincial, and federal governments in addressing environmental injustices.
- Analyse examples of government responses, including policies, legislation, and pograms.
- Evaluate the successes, challenges, and limitations of these responses in achieving environmental justice.
- Use reliable evidence to support their analysis.

Suggestions for Teaching and Learning

- Guide students in analyzing the goals, implementation, and outcomes of these responses. Use guiding questions like: What problems was this policy or law intended to address? How effective has it been in achieving its goals? Whose voices were included or excluded during the development of this response?
- Have students research how governments allocate funding to address environmental injustices. Students can assess whether the funding matches the scope of the problem and whether it has led to measurable change.
- Guide students through case studies where government actions were taken to address environmental injustices. Students identify the successes and limitations of these responses and reflect on their long-term impacts.
- Have students analyze the causes that led to government intervention (e.g., advocacy, public pressure, legal challenges) and the consequences of those actions.
- Provide examples where governments engaged (or failed to engage) communities in decision-making processes around environmental issues. Discuss the role of meaningful consultation in achieving environmental justice.

Suggestions for Ongoing Assessment: How can I gather evidence?

Cause and Consequence Infographic

What it looks like:

- Students create an infographic that maps the causes of an environmental injustice, the government's response, and the consequences for affected communities. The infographic should include evidence from policies, reports, or government statements.

Media Coverage Analysis

What it looks like:

- Students examine media coverage of a government response to an environmental injustice. They consider questions such as: How has the media portrayed the government's actions? Did portrayals vary between media outlets (e.g., CBC and APTN)? Did the government follow through on its commitments? How do affected communities view the government's role? Were their perspectives covered as part of the news report?

Tying it all Together

Throughout their work on this outcome, students have explored the responses of local, provincial, and federal governments to environmental injustices, the systemic factors that influence these responses, and the effectiveness of policies, programs, and collaborations in addressing inequities. They have analyzed how government actions have impacted marginalized communities, shaped public perceptions, and contributed to—or fallen short of—goals of equity, community health, and sustainability. This knowledge and these skills prepare students to deliver their Environmental Justice Evaluation Report, where they will critically evaluate a specific government response to an environmental justice issue.

Assessing the Outcome - Sample Suggestion:

Environmental Justice Evaluation Report

Students create an evaluation report analyzing Canada's responses to a specific environmental justice issue, such as water quality in Indigenous communities, industrial pollution, or climate change impacts.

To support the completion of the Environmental Justice Evaluation Report, students can:
Integrate Evidence from Research: Use case studies, government policies, and community perspectives gathered during lessons to illustrate the connections between government responses and environmental justice outcomes.

Evaluate Across Levels of Government:

- Analyze how local, provincial, and federal governments addressed the issue, noting collaboration, jurisdictional challenges, or gaps in response.

Incorporate Historical Thinking:

- Apply the concept of cause and consequence to identify the factors that led to government action and evaluate the long-term impacts of these responses.

Highlight Systemic Factors and Equity:

- Connect systemic barriers, marginalized communities, and the role of consultation or exclusion in shaping government responses.

Propose Solutions:

- Include actionable recommendations to improve the inclusivity, equity, and sustainability of government responses to environmental injustices.

This approach ensures students demonstrate a critical understanding of Canadian responses to environmental justice, connecting policy and action to broader themes of equity, health, and sustainability. By synthesizing their learning into the Environmental Justice Evaluation Report, students will articulate a well-rounded, evidence-supported judgment on the effectiveness of governmental action.

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.

Rationale

Since the end of World War II, the global community has faced numerous international crises, including natural disasters, armed conflicts, and humanitarian emergencies. Responding to these crises often involves complex decision-making, requiring nations to carefully weigh domestic priorities against international obligations and alliances. Canada's responses to international crises are influenced by economic, political, and social considerations, as well as its commitments to global partnerships and organizations. The Canadian Armed Forces play a critical role in many of these responses, from peacekeeping missions and disaster relief to participation in international military coalitions. These decisions not only reflect Canada's values and strategic interests but also shape its reputation on the global stage. In this outcome, learners will examine the factors that influence Canada's responses to international crises, comparing examples of humanitarian aid, peacekeeping operations, and military interventions. They will also explore how public perception and Canada's membership in organizations such as the United Nations and NATO contribute to shaping these responses.

Indicators

- Investigate how domestic economic and political factors influence Canada's responses to international crises
- Compare how Canada's responses to crises vary
- Analyze the factors that influence the Canadian public's perceptions of international crises
- Investigate the ways Canadian participation in international organizations has shaped Canadian responses to international crises

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Define international crises as armed conflicts, natural disasters, and humanitarian emergencies requiring international attention and action.
- Identify key factors influencing Canada's responses, including domestic political and economic priorities, public opinion, and international alliances.
- Describe Canada's involvement in key crises, such as peacekeeping missions, disaster relief efforts, and refugee resettlement initiatives.
- Identify Canada's role in international organizations and how these organizations shape responses to crises.
- Recognize how Canada's responses to international crises influence its global reputation.

Understanding

- Explore how domestic factors (e.g., economic constraints, political considerations, and public opinion) shape Canada's decisions in responding to international crises.
- Examine how Canada's participation in international organizations promotes cooperation and influences decision-making.
- Recognize how Canada's responses differ based on the nature and scale of the crisis (e.g., armed conflict versus natural disaster)
- Discuss the successes and limitations of Canada's responses to crises and their impact.

Skill: Compare

- *Make Observations*: Gather and describe information about Canada's responses to multiple international crises, such as specific peacekeeping missions, disaster relief efforts, or humanitarian interventions.
- *Identify Similarities and Differences*: Compare Canada's actions in different crises by noting the roles played, resources allocated, partnerships formed, and outcomes achieved.
- *Identify Relationships*: Analyze how domestic factors (e.g., public opinion, political priorities) and international factors (e.g., alliances, global expectations) influence Canada's decisions in various crises.

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners will evaluate the impacts of World War I on the Maritimes.
Social Studies 8	Learners will evaluate the impact of World War II on a changing Canadian society.
Citizenship 9	Learners will analyse how issues become valued within and across all areas of government and society.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Understanding of Factors Influencing Responses	▪ Describes key domestic factors (e.g., economic, political, public opinion) influencing Canada's responses to crises. ▪ Explains the role of international organizations (e.g., UN, NATO) in shaping Canada's actions. ▪ Recognizes how the type of crisis (e.g., armed conflict, natural disaster) impacts Canada's response.
Comparison of Responses	▪ Compares similarities and differences in Canada's responses based on factors such as scale, partnerships, and outcomes. ▪ Explains how domestic and international factors shaped each response.
Use of Evidence	▪ Provides specific examples from research (e.g., case studies, government reports) to support comparisons. ▪ Demonstrates critical thinking by connecting evidence to influencing factors and outcomes.
Communication of Findings	▪ Presents clear and balanced comparisons of Canada's responses, supported by evidence.

Assessing the Outcome - Sample Suggestion:

Story Map of Canada's Responses to International Crises

Overview for Teachers:

Students will create a story map that visually and textually compares Canada's responses to two international crises. This will allow students to demonstrate their understanding of the factors influencing Canada's actions and to analyze the similarities, differences, and outcomes of these responses.

Presentation Format:

Students will create a story map that compares Canada's responses to two international crises, focusing on the factors influencing its actions, the similarities and differences in its approaches, and the outcomes of each response. The story map will include visuals, such as maps and timelines, and concise text to analyze how domestic and international factors shaped Canada's decisions and their effectiveness.

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.

Influences of Domestic Factors	Varying Responses	Factors that Influence Public Opinion	Participation in International Organizations

Indicator 8.1: Investigate how domestic economic and political factors influence Canada's responses to international crises

This is about:

Exploring how Canada's domestic political and economic considerations shape its responses to international crises. Students will examine how factors such as government priorities, fiscal policies, public opinion, and political ideologies influence Canada's decisions in armed conflicts, natural disasters, and humanitarian emergencies. Students will identify the ways domestic pressures intersect with international obligations and shape Canada's actions on the global stage.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Domestic factors Public opinion Political ideologies	Resource allocation Global reputation

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How government priorities (e.g., election promises, political party platforms) influence foreign policy decisions.
- The role of public opinion in shaping political responses to international crises (e.g., public support or opposition to military intervention).
- How fiscal constraints, budget priorities, and economic downturns impact Canada's ability to respond to international crises.
- Examples of resource allocation decisions (e.g., funding for peacekeeping missions versus domestic programs).
- Examples of Canada's involvement in international crises (e.g., Afghanistan War (2001-2014), Syrian refugee crisis (2015), Haitian earthquake disaster relief (2010)).

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.

Indicator 8.1: Investigate how domestic economic and political factors influence Canada's responses to international crises

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific domestic political and economic factors that influence Canada's responses to international crises.
- Recognize how these factors intersect with Canada's international commitments and global reputation.
- Use evidence from case studies to support their understanding.
- Draw connections between domestic priorities and Canada's actions on the global stage.

Suggestions for Teaching and Learning

- Use examples of Canada's responses to international crises and model how to identify the domestic political and economic factors influencing these responses.
- Pose a question for investigation such as How influential are domestic factors in shaping how Canada responds to various international crises?
- Have students analyse primary source documents (e.g., speeches, political statements, interviews) for evidence of domestic priorities and/or constraints.
- Organize a simulation where students role-play as members of the Canadian government to decide how to respond to an international crisis. They must consider domestic political pressures, public opinion, and economic constraints in their decision.
- Have students choose a type of international crisis (e.g., natural disasters) and compare the way Canada responded to two different scenarios. Students consider the domestic factors that contributed to similarities and differences in the responses.

Suggestions for Ongoing Assessment: How can I gather evidence?

Domestic Factor Chart

What it looks like:

- Students create a chart comparing how specific domestic political and economic factors influenced Canada's response to a crisis. Columns could include crisis description, political factors (e.g., government priorities, election cycles), economic factors (e.g., fiscal policies, resource allocation), outcome of Canada's response.

Political Speech Analysis

What it looks like:

- Students analyse excerpts from political speeches or government announcements related to international crises. They identify the domestic factors highlighted and explain their impact on decision-making.

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.			
Influences of Domestic Factors	**Varying Responses**	Factors that Influence Public Opinion	Participation in International Organizations

Indicator 8.2: Compare how Canada's responses to crises vary

This is about:

Exploring the differences and similarities in Canada's responses to various types of crises, such as armed conflicts, natural disasters, and humanitarian emergencies. Students will investigate how factors such as the type of crisis, scale, geographic location, international partnerships, and domestic priorities influence Canada's actions. By comparing responses across crises, students will analyze the patterns, challenges, and successes in Canada's approach to addressing global emergencies.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Armed conflicts	Scale of response
Canadian Armed Forces	Geopolitical interests
Natural disasters	Humanitarian aid
Humanitarian emergencies	Peacekeeping missions
International alliances	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Examples of armed conflicts (e.g., Afghanistan War, Korean War), natural disasters (e.g., Indian Ocean tsunami, Fukushima nuclear disaster), and humanitarian emergencies (e.g., Syrian refugee crisis, Rwandan genocide).
- Factors such as geographic proximity, scale of need, domestic priorities, and international alliances.
- How Canada's responses have varied across different time periods and crises (e.g., Canada's peacekeeping efforts during the Suez Crisis compared to its military involvement in Afghanistan).
- How Canada's actions in past crises have shaped its reputation globally.

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.

Indicator 8.2: Compare how Canada's responses to crises vary

Ongoing Assessment: What am I looking for?

Students can:

- Identify and describe Canada's responses to specific international crises, including actions taken and resources allocated.
- Compare similarities and differences in Canada's responses based on the type of crisis and influencing factors.
- Discuss how domestic and international considerations shape Canada's actions.
- Provide evidence-based interpretations of how Canada's responses align with its values, commitments, and global reputation.

Suggestions for Teaching and Learning

- Have students research Canada's responses to different crises (e.g., refugee crises) and consider how the type and scale of the crises influenced Canada's actions.
- Students create a comparison chart, noting similarities and differences between Canada's responses.
- Have students organize a thematic analysis where they group Canada's responses based on patterns such as military-focused responses, disaster relief response, humanitarian-focused responses.
- Have students examine media coverage and public opinion about Canada's involvement in two international crises and discuss how public perception and media narratives influence government decisions.
- Students annotate a map highlighting Canada's involvement in various crises around the world.

Suggestions for Ongoing Assessment: How can I gather evidence?

Class Discussion or Debate

What it looks like:

- Students participate in a discussion or debate on why Canada's responses to crises vary and which factors play the most significant roles.

Thematic Presentation

What it looks like:

- Students present findings about Canada's crisis responses, focusing on a specific theme (e.g., humanitarian aid, military intervention, disaster relief) and comparing the ways Canada has responded.

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.			
Influences of Domestic Factors	Varying Responses	**Factors that Influence Public Opinion**	Participation in International Organizations

Indicator 8.3: Analyze the factors that influence the Canadian public's perceptions of international crises

This is about:

Exploring the various factors that shape how Canadians perceive international crises, including armed conflicts, natural disasters, and humanitarian emergencies. Students can analyze the role of media, government messaging, cultural values, historical context, and social movements in shaping public opinions. Students will gain insight into how these perceptions impact public support for Canada's actions and influence policy decisions related to international crises.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Public perception	Social movements
Media framing	Humanitarian response
Government messaging	Geopolitical interests
Cultural values	Historical context

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The role of media in shaping perceptions (e.g., bias, framing) and how media emphasis (e.g., on human suffering, geopolitical stakes) can influence public sentiment.
- Different ways Canadian politicians and officials communicate during crises to gain support for government objectives.
- How Canadian values and identity (e.g., peacekeeping, multiculturalism) and past experiences (e.g., Rwandan genocide, Bosnian Conflict) shape public attitudes towards crises.
- Examples of how narratives and messaging change over time (e.g., perceptions about Canada's involvement in Afghanistan at the beginning of the conflict and during Canada's military withdrawal in 2011).

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.

Indicator 8.3: Analyze the factors that influence the Canadian public's perceptions of international crises

Ongoing Assessment: What am I looking for?

Students can:

- Identify the factors (e.g., media, government messaging, cultural values) that shape public perceptions of international crises.
- Analyze the influence of media framing, political communication, and historical context on public opinion.
- Use evidence to support their analysis of public perception factors.
- Explain how public perceptions impact Canada's responses to international crises.

Suggestions for Teaching and Learning

- Have students compare how different media outlets covered the same international crisis (e.g., Syrian refugee crisis, Haiti earthquake). Model analyzing the language, imagery, and focus of coverage and how it may have influenced Canadian public opinion.
- Have students analyze how political leaders used rhetoric to align public perception with Canada's actions (e.g., The Korean War 1950-1953).
- Have students look for trends in public opinion using sources like polls, surveys, or opinion pieces.
- Introduce a question like *Have public perceptions of international crises changed over time?* Have students research responses to similar crises like the Vietnamese refugee crisis and the Syrian refugee crisis.

Suggestions for Ongoing Assessment: How can I gather evidence?

Visual Representation

What it looks like:

- Students create an infographic or timeline illustrating how public perception of an international crisis evolved over time and what factors influenced those changes.

Media Framing Analysis

What it looks like:

- Students select a relevant news article or segment and write a short report analyzing how media framing shaped public perceptions of a specific crisis. Include evidence from headlines, imagery, and article focus.

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.			
Influences of Domestic Factors	Varying Responses	Factors that Influence Public Opinion	**Participation in International Organizations**

Indicator 8.4: Investigate the ways Canadian participation in international organizations has shaped Canadian responses to international crises

This is about:

Exploring how Canada's membership in international organizations such as the United Nations, North Atlantic Treaty Organization (NATO), the Red Cross, and the G7 has influenced its responses to international crises. Students will analyze how these organizations shape Canada's actions in peacekeeping missions, disaster relief efforts, and humanitarian interventions through frameworks such as collective security, coordinated relief efforts, and shared responsibilities. Students will explore the role of these organizations in setting priorities, facilitating collaboration, and shaping Canada's decisions on the global stage.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

International organizations	Multilateralism
Collective security	Global commitments
Peacekeeping	NATO
Humanitarian intervention	United Nations
Coordinated relief	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The purpose of organizations like the UN, NATO, Red Cross, and the G7 and Canada's role and contributions within these organizations.
- How principles such as collective security, humanitarianism, and international cooperation guide the work of these organizations.
- How Canada's historical role as a peacekeeping nation has shaped its identity and actions.
- How Canada's participation in international organizations has evolved over time.

Learners will compare the factors that influence Canada's responses to international crises, including armed conflicts, natural disasters, and humanitarian emergencies.

Indicator 8.4: Investigate the ways Canadian participation in international organizations has shaped Canadian responses to international crises

Ongoing Assessment: What am I looking for?

Students can:

- Identify the international organizations in which Canada is a member and describe their purposes.
- Describe specific examples of how these organizations have shaped Canada's responses to crises.
- Identify Canada's contributions to collective security, peacekeeping, and humanitarian efforts.
- Use evidence to explain the influence of international organizations on Canada's decision-making.

Suggestions for Teaching and Learning

- Provide historical context on Canada's leadership in creating and participating in UN peacekeeping missions.
- Discuss Canada's contributions to peacekeeping operations and how these shaped its international reputation.
- Pose a question for investigation like How does Canada's membership in international organizations, such as the UN, NATO, or the Red Cross, influence its ability to respond effectively to international crises?
- Have students analyze how NATO membership influences Canada's military strategies and resource allocation.
- Divide students into groups to research Canada's involvement in different international organizations. Students can participate in a jigsaw to share their learning.
- Have students create a world map highlighting Canada's participation in crises around the globe and annotate each crisis with the international organizations involved.

Suggestions for Ongoing Assessment: How can I gather evidence?

Discussion-Based Reflection

What it looks like:

- Facilitate a class discussion where students analyse the strengths and challenges of Canada's participation in international organizations during crises.

Collaborative Chart

What it looks like:

- In groups, students create a chart comparing Canada's actions in crises influenced by different organizations (e.g., UN peacekeeping vs. NATO military operations).

Tying it all Together

Throughout their work on this outcome, students have investigated how Canada's responses to international crises are shaped by its membership in international organizations, domestic factors, and the specific nature of each crisis. By comparing Canada's responses to different crises, students have analyzed the factors that influence the country's actions and the successes and challenges of those responses. This knowledge and these skills prepare students to develop their story map of Canada's responses to international crises.

Assessing the Outcome - Sample Suggestion:

Story Map of Canada's Responses to International Crises

Students will create a story map that visually and textually compares Canada's responses to two international crises. This will allow students to demonstrate their understanding of the factors influencing Canada's actions and to analyze the similarities, differences, and outcomes of these responses.

To support the completion of the story map, students can:

Integrate Evidence from Research

- Use case studies and sources such as speeches, news coverage, or reports to illustrate how Canada's membership in international organizations shaped its decisions during crises.

Identify Patterns and Differences

- Compare Canada's responses to two crises, noting how the type and scale of each crisis influenced its actions.
- Highlight differences in Canada's approach based on factors like public opinion, political priorities, or international obligations.

Analyze the Role of International Organizations

- Examine how Canada's participation in organizations like the UN, NATO, or G7 guided its response through frameworks like collective security or coordinated relief efforts.

Evaluate Outcomes

- Assess the effectiveness of Canada's actions in addressing the crisis, focusing on successes, limitations, and long-term impacts.

Communicate Findings

- Present a clear, evidence-based comparison of Canada's responses in a visually engaging story map, incorporating maps, timelines, and text explanations.

Learners will analyse the significance of Canada's participation in international agreements.

Rationale

In an age of increasing globalization, international relations have significant impacts on a variety of national and international concerns. Canada's actions on the world stage influence Canadians, and the way Canada is viewed by the international community. Issues as far-ranging as trade, environmentalism, human rights, and global security have brought nations together in a wide range of international agreements. Canada's participation in international agreements has built global partnerships and at times, led to disputes with other nations. In this outcome, learners will investigate Canada's motivations for entering into international agreements. They will explore how international agreements help Canada to meet its aims. Learners will consider the significance of Canada's participation in international agreements and how Canada's participation impacts international relations.

Indicators

- Investigate Canada's motivations for becoming involved in international agreements
- Investigate the purpose and scope of selected international agreements in which Canada has been involved
- Compare the significance of Canada's participation in selected international agreements
- Analyse the effects of Canada's decisions regarding international agreements on international relations

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Learners will analyse the significance of Canada's participation in international agreements.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Define international agreements as formal commitments among nations to address global issues such as trade, environmental protection, human rights, and security.
- Identify examples of key international agreements involving Canada, such as the Paris Agreement, the NATO treaty, the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Montreal Protocol.
- Describe Canada's motivations for participating in international agreements, including economic interests, global partnerships, and commitments to shared values.
- Recognize the role of Canada's participation in international agreements in shaping its reputation and influence on the global stage.

Understanding

- Explore the goals and intended impacts of international agreements on global issues such as climate change, security, and human rights.
- Examine the commitments Canada makes when entering into international agreements and the implications of those commitments for domestic policies and actions.
- Discuss how international agreements have influenced Canada's identity as a nation and its relationships with other countries.
- Discuss the consequences of Canada meeting, exceeding, or failing to meet its obligations under international agreements.

Skill: Analyse

- *Deconstruct Components*: Break down international agreements into their core components (e.g., purpose, commitments, and expected outcomes) to understand their scope and objectives.
- *Examine Context*: Investigate the historical, political, or economic factors that led to Canada's participation in specific international agreements.
- *Assess Impacts*: Analyze how Canada's participation in international agreements has affected its policies, global partnerships, and citizens.
- *Consider Significance*: Evaluate the importance of Canada's role in international agreements by considering their success, limitations, and influence on global issues.
- *Communicate Findings*: Present a well-supported explanation of the significance of Canada's participation in a chosen agreement using evidence and clear reasoning.

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners will evaluate the impacts of World War I on the Maritimes.
Social Studies 8	Learners will evaluate the impact of World War II on a changing Canadian society.
Citizenship 9	Learners will evaluate the consequences of action and inaction as twenty-first century global citizens.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.
Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Understanding of International Agreements	▪ Identifies the purpose and scope of selected international agreements. ▪ Describes Canada's motivations for participating in specific agreements. ▪ Recognizes the commitments Canada makes and the challenges it faces in meeting them.
Analysis of Significance	▪ Deconstructs agreements into their key components (e.g., purpose, commitments, outcomes). ▪ Explains the historical, political, or economic context behind Canada's participation. ▪ Recognizes the successes and limitations of Canada's role in achieving the goals of the agreements.
Use of Evidence	▪ Provides specific examples from agreements, policies, and case studies to support their analysis. ▪ Demonstrates critical thinking by considering multiple perspectives on Canada's participation.
Communication of Findings	▪ Presents clear and well-organized explanations of Canada's participation and its significance.

Assessing the Outcome - Sample Suggestion:

International Agreements Debate

Overview for Teachers:

Students will participate in a structured debate to analyse and evaluate the significance of Canada's participation in a specific international agreement. This activity encourages critical thinking, collaboration, and communication while allowing students to demonstrate their understanding of the agreement's impact.

Format:

Students will participate in a structured debate to analyse the significance of Canada's participation in a specific international agreement, presenting evidence-based arguments for or against its importance and engaging in rebuttals to address opposing perspectives.

Learners will analyse the significance of Canada's participation in international agreements.			
Canada's Motivations	Purpose and Scope of Agreements	Significance of Canada's Role	International Relations

Indicator 9.1: Investigate Canada's motivations for becoming involved in international agreements

This is about:

Exploring the factors that drive Canada's participation in international agreements, such as trade deals, environmental treaties, human rights commitments, and security alliances. Students can investigate how economic benefits, political alliances, cultural values, domestic priorities, and global reputation influence Canada's decision to join these agreements.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

International agreements	Cultural values
Economic interests	Diplomacy
Political alliances	Environmental commitments
Global reputation	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The goals of agreements Canada has joined (e.g., economic growth, security, environmental protection).
- Various factors that motivate Canada's participation (e.g., trade relationships, Canada's defense strategy, climate commitments, humanitarian agreements).
- Canada's historical motivations for joining agreements (e.g., post-World War II emphasis on peacebuilding and multilateralism).

Learners will analyse the significance of Canada's participation in international agreements.

Indicator 9.1: Investigate Canada's motivations for becoming involved in international agreements

Ongoing Assessment: What am I looking for?

Students can:

- Identify specific motivations (e.g., economic, political, cultural) driving Canada's involvement in international agreements.
- Analyze how these motivations align with Canada's domestic priorities and global commitments.
- Use evidence to support their investigation.
- Evaluate the significance of Canada's participation in achieving its national and international goals.

Suggestions for Teaching and Learning

- Use a question to guide investigation such as How do economic, political, and cultural factors influence Canada's decisions to participate in international agreements?
- Model gathering accurate relevant information by exploring a specific treaty or agreement with the class.
- Think aloud as you consider evidence, such as historical context, government policies, or public statements, demonstrating how to connect these factors to Canada's motivations.
- Have students create a chart outlining Canada's motivations for joining various agreements. Columns could include agreement name, purpose of agreement, Canada's motivations (economic, political, etc.), benefits and challenges.
- Organize a mock negotiation where students represent Canada deciding whether to join an international agreement. Students must weigh economic, political, and cultural factors before making their decision.
- Facilitate a class discussion about how Canada's motivations for joining international agreements have evolved over time.
- Have students create a timeline of key international agreements Canada has joined, annotating the motivations for each and how these reflect domestic and global priorities.

Suggestions for Ongoing Assessment: How can I gather evidence?

Teacher-Student Conversations

What it looks like:

- Teachers hold one-on-one or small group conferences to discuss students' findings. During these conversations, students explain their understanding of Canada's motivations and provide evidence from their research.

Research Reflection Journal

What it looks like:

- Students maintain a journal where they reflect on their research into Canada's motivations. They can respond to a prompt such as *What factors seem most significant in Canada's decision to join this agreement?*

Learners will analyse the significance of Canada's participation in international agreements.			
Canada's Motivations	**Purpose and Scope of Agreements**	Significance of Canada's Role	International Relations

Indicator 9.2: Investigate the purpose and scope of selected international agreements in which Canada has been involved

This is about:

Exploring the goals, commitments, and impacts of international agreements in which Canada has participated. Students will investigate the purpose of agreements such as the Paris Agreement, NATO, and the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), examining their intended objectives and the obligations they place on participating nations. By analyzing these agreements, students gain insight into the breadth and depth of Canada's involvement, including its global responsibilities, domestic impacts, and contributions to international cooperation.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Purpose Scope Obligations Ratification	Bilateral agreement Multilateral agreement Enforcement

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- A definition of international agreements and differentiate between bilateral and multilateral agreements.
- The typical elements of agreements, such as a preamble (purpose), commitments (scope), timelines, and enforcement mechanisms.
- Historical events or global challenges that led to the creation of specific agreements (e.g., Cold War tensions for NATO, global environmental concerns for the Paris Agreement)

Learners will analyse the significance of Canada's participation in international agreements.

Indicator 9.2: Investigate the purpose and scope of selected international agreements in which Canada has been involved

Ongoing Assessment: What am I looking for?

Students can:

- Identify the purpose and scope of specific international agreements.
- Describe the commitments and obligations Canada undertakes as part of these agreements.
- Analyze how these agreements address global issues and Canada's role within them.
- Use evidence from primary and secondary sources to explain the significance of these agreements.

Suggestions for Teaching and Learning

- Provide students with summaries or excerpts from international agreements (e.g., preambles, key commitments). Guide students to identify the purpose, scope, and obligations of each agreement.
- Choose a well-known agreement (e.g., Paris Agreement). Walk students through identifying the purpose, scope, and obligations, demonstrating how to examine these components using evidence from the text.
- Use a question to guide investigation such as How do international agreements address global challenges, and what role does Canada play in ensuring their success?
- Have students create a visual map of international agreements Canada has joined. Include the purpose of each agreement, geographic scope (global, regional), and Canada's commitments.
- Discuss the historical or global challenges that prompted specific agreements (e.g., climate change, humanitarian efforts, global security, trade).
- Assign students to compare two agreements Canada has participated in, focusing on their purpose, scope, and obligations. Discuss how Canada's role and commitments vary between agreements.

Suggestions for Ongoing Assessment: How can I gather evidence?

Mini Group Presentation

What it looks like:

- Students work in groups to present their findings on a specific agreement, focusing on its purpose, scope, and Canada's commitments. Presentations include visual aids and evidence-based explanations.

Case Study Investigation

What it looks like:

- Students write a brief analysis of a selected agreement, explaining its purpose, scope, and significance. They should include specific examples of Canada's obligations and actions under the agreement.

Learners will analyse the significance of Canada's participation in international agreements.			
Canada's Motivations	Purpose and Scope of Agreements	**Significance of Canada's Role**	International Relations

Indicator 9.3: Compare the significance of Canada's participation in selected international agreements

This is about:

Exploring and comparing the importance of Canada's participation in different international agreements, such as trade agreements, environmental treaties, and security alliances. By comparing agreements, students will identify patterns, differences, and commonalities in their significance and assess Canada's role in achieving the goals of each agreement.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Significance	Economic impact
International agreements	Multilateral
Diplomatic influence	Environmental commitments
Global reputation	Compliance

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Different types of agreements (e.g., trade and economic cooperation, arms limitation, advancing Indigenous rights).
- How significance can be assessed through factors such as impact on Canada's domestic policies, strengthening of international relationships, contributing to resolving global challenges (e.g., peacekeeping, climate change).
- How Canada's participation in agreements has evolved over time.

Learners will analyse the significance of Canada's participation in international agreements.

Indicator 9.3: Compare the significance of Canada's participation in selected international agreements

Ongoing Assessment: What am I looking for?

Students can:

- Identify and describe the goals and outcomes of selected international agreements.
- Compare the significance of Canada's participation in at least two agreements using clear criteria (e.g., economic impact, global reputation, domestic policy changes).
- Use evidence to support their comparisons.
- Explain how Canada's role in the agreements aligns with its national values and global commitments.

Suggestions for Teaching and Learning

- Collaboratively develop criteria with students to assess the significance of Canada's participation in international agreements.
- Use a question to foster comparative thinking about specific agreements, e.g., How does the significance of Canada's participation in environmental agreements (e.g., Montreal Protocol) compare to its participation in arms limitation agreements (e.g., Ottawa Treaty) in shaping its global reputation?
- Model comparison thinking by choosing two agreements and demonstrating how to compare their significance by breaking down goals, Canada's commitments, and impacts. Use evidence to support your analysis and show how to draw conclusions.
- Explore how Canada's participation in multilateral agreements strengthens its ability to address global challenges (e.g., Paris Agreement and Montreal Protocol).
- Have students create a chart comparing two agreements including the goals of the agreement, Canada's commitments and actions, and the significance to Canada (e.g., domestic and international impacts).
- Assign groups to research and present on the significance of Canada's participation in different agreements. Groups can compare findings to identify patterns in Canada's motivations and contributions.

Suggestions for Ongoing Assessment: How can I gather evidence?

Comparison Report

What it looks like:

- Students write a report comparing the significance of Canada's participation in two agreements, using evidence to support their conclusions.

Comparative Jigsaw

What it looks like:

- Students work in expert groups to analyze the significance of an assigned international agreement, then join jigsaw groups to teach their peers and collaboratively compare the significance of multiple agreements.

Learners will analyse the significance of Canada's participation in international agreements.			
Canada's Motivations	Purpose and Scope of Agreements	Significance of Canada's Role	**International Relations**

Indicator 9.4: Analyse the effects of Canada's decisions regarding international agreements on international relations

This is about:

Exploring how Canada's decisions to join, fulfill, exceed, or withdraw from international agreements influence its relationships with other countries, global organizations, and international partners. Students analyse the impacts of these decisions on Canada's diplomatic reputation, alliances, and ability to influence global issues.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

International relations Diplomatic reputation Global alliances	Compliance Global influence

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- How Canada's decisions to join, comply with, or withdraw from agreements affect its international relationships (e.g., Montreal Protocol, Kyoto Protocol, Paris Agreement).
- The positive and negative effects of Canada's actions on international relations.
- Historical and contemporary contexts for Canada's participation in specific agreements.

Learners will analyse the significance of Canada's participation in international agreements.

Indicator 9.4: Analyse the effects of Canada's decisions regarding international agreements on international relations

Ongoing Assessment: What am I looking for?

Students can:

- Identify key international agreements Canada has participated in and the decisions it made regarding them.
- Analyze the positive and negative effects of these decisions on Canada's relationships with other countries or organizations.
- Use evidence to explain the impacts of Canada's decisions.
- Analyse the long-term consequences of Canada's actions on its international reputation and alliances.

Suggestions for Teaching and Learning

- Provide students with case studies of Canada's decisions regarding international agreements, such as its withdrawal from the Kyoto Protocol or its leadership in the Montreal Protocol.
- Guide students to analyze how decisions affected Canada's relationships with other countries and global organizations.
- Have students create a visual map or infographic showing how Canada's decisions on a specific agreement (e.g., Paris Agreement) influenced its relationships with key countries or regions.
- Conduct a simulation where students role-play as representatives of countries affected by Canada's decisions on an international agreement. Students debate the effects of Canada's actions on alliances, cooperation, and global goals.
- Facilitate discussions using guiding questions, such as How does Canada's participation or withdrawal from an agreement influence its reputation with allies and global organizations?

Suggestions for Ongoing Assessment: How can I gather evidence?

Simulation Debrief

What it looks like:

- After participating in a simulation, students reflect on how Canada's decisions impacted relationships with other nations, using examples drawn from the simulation and their research.

Decision Analysis Chart

What it looks like:

- Students create a chart analyzing Canada's decisions on an agreement, the reasoning behind those decisions, and their effects on international relations.

Tying it all Together:

Throughout their work on this outcome, students have explored the effects of Canada's decisions regarding international agreements on its international relations, the factors influencing these decisions, and the ways they shape alliances, global reputation, and diplomatic influence. This knowledge and these skills prepare students to participate in a debate on international agreements, where they will critically evaluate and defend their position on the effects of Canada's decisions regarding a specific agreement.

Assessing the Outcome - Sample Suggestion:

International Agreements Debate

Students will participate in a structured debate to analyse and evaluate the significance of Canada's participation in a specific international agreement. This activity encourages critical thinking, collaboration, and communication while allowing students to demonstrate their understanding of the agreement's impact.

To support the debate on international agreements, students can:

Research Agreements and Their Effects

- Investigate a specific international agreement (e.g., Paris Agreement, NATO treaty, Kyoto Protocol), analyze the decisions Canada made about joining, complying with, or withdrawing from it and examine the effects.

Develop Evidence-Based Arguments

- Evaluate both the positive and negative effects of Canada's decisions, considering diplomatic, economic, and social impacts and support evaluation with evidence.

Consider Multiple Perspectives

- Explore the viewpoints of various stakeholders, including international allies, critics, and Canadian policymakers, to build a balanced understanding of the issue.

Practice Critical Analysis

- Deconstruct Canada's actions and their impacts into key components, such as diplomatic reputation, compliance with international standards, and contributions to global goals.

Communicate Persuasively

- Present clear, logical, and evidence-supported arguments during the debate.
- Respond effectively to counterarguments, demonstrating an understanding of the complexity of international relations.

Learners will justify a response to a question relating to an issue in Canadian history.

Rationale

As learners move towards independence, this outcome allows them to apply the skills developed throughout the course in relation to inquiry questions they develop. This is an opportunity for learners to further pursue concepts of interest discussed in the course, or to explore other issues related to Canadian history. Learners use the historical method to guide their inquiries as they use research strategies to develop an argument in response to their inquiry question. Learners can consider their audience and purpose when choosing how best to communicate their response. Teachers should note that learners will require explicit instruction, guided support, scaffolding, and feedback as they develop their skills in relation to this outcome. While the writing process is important in helping learners develop, organize, and communicate their arguments, they can communicate their findings through spoken, written and/or visual forms of communication.

Indicators

- Formulate an inquiry question in relation to an issue in Canadian history
- Implement research and writing processes
- Interpret primary and secondary sources to support an inquiry
- Evaluate how various perspectives shape the way an issue is understood
- Synthesize information from sources to support an argument

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Learners will justify a response to a question relating to an issue in Canadian history.

The following provides examples of the knowledge, understanding, and skills that students develop as they work towards the outcome.

Knowledge

- Identify significant issues in Canadian history (e.g., Confederation debates, residential schools, Canada's role in global conflicts, patriation of the Constitution).
- Describe the historical context and key stakeholders involved in a selected issue.
- Identify types of historical sources (e.g., primary and secondary) and their uses in answering historical questions.
- Recognize the perspectives, values, and motivations of individuals, groups, or governments related to the issue.
- Identify the short- and long-term consequences of the issue for Canadian society.

Understanding

- Explore how historical thinking concepts, such as evidence and perspective, contribute to understanding historical issues.
- Examine the complexity and diversity of viewpoints related to historical events or issues.
- Reflect on how societal values, political ideologies, and cultural identities influence historical interpretations.

Skill: Justify

- *Formulate a Conclusion:* Develop a clear and evidence-supported response to a historical question.
- *Use Valid Evidence:* Select and use reliable primary and secondary sources to justify their conclusion.
- *Acknowledge Perspectives:* Include multiple perspectives and address potential biases in their justification.
- *Communicate Effectively:* Present a coherent argument tailored to their chosen format (e.g., written, oral, visual).

Scope and Sequence: Prior Learning Connections

Social Studies 7	Learners will create responses to changing societal conditions in the Maritimes.
Social Studies 8	Learners will plan an advocacy action in response to an issue.
Citizenship 9	Learners will construct a collaboratively designed service-learning project which addresses a need in the school or larger community.

Success Criteria:

To assess student learning in relation to the outcome, teachers can use the following criteria when reviewing evidence gathered from observations, conversations, and products.

Before sharing criteria with students, teachers can phrase it in student-friendly language or use it as the foundation for co-constructing criteria with students.

Components	Criteria
Application of the Historical Inquiry Process	▪ Defines a clear and meaningful historical question to investigate. ▪ Gathers, analyzes, and synthesizes historical evidence. ▪ Identifies and evaluates primary and secondary sources for relevance, reliability, and bias.
Understanding of the Historical Issue	▪ Clearly explains the historical context, including key events, individuals, and perspectives. ▪ Recognizes the complexity and diversity of viewpoints related to the issue.
Justification of Response	▪ Develops a clear, evidence-based response to the historical question. ▪ Uses valid and relevant evidence to support their response. ▪ Acknowledges differing perspectives and addresses potential biases in sources.
Communication of Findings	▪ Presents a well-organized and logical argument tailored to the chosen format. ▪ Uses appropriate language and structure to effectively communicate findings.

Assessing the Outcome - Sample Suggestion:

To support varied learning styles and provide flexibility, teachers can offer multiple options for summative assessments such as:

Historical Argument Essay

- Students write a formal essay responding to their chosen question, using evidence to support their conclusion.

Podcast or Video

- a. Students create a podcast or video in which they explain and justify their response, incorporating multiple perspectives and evidence.

Research Portfolio

- Students create a portfolio documenting their historical inquiry process, including their question, sources, analysis, and final conclusion. Students confer with the teacher to discuss their process and findings.

Expository Presentation

- Students deliver an oral presentation using slides or visual aids to justify their response to the historical question.

Format:

What to Look For Across All Formats

- Clear articulation of a conclusion based on the historical question.
- Use of valid, reliable, and relevant evidence to support the argument.
- Integration of multiple perspectives and acknowledgment of biases.
- Logical structure and effective communication tailored to the chosen format.

Learners will justify a response to a question relating to an issue in Canadian history.				
Developing an Inquiry Question	Research and Writing Process	Primary and Secondary Sources	Impact of Perspectives	Supporting an Argument

Indicator 10.1: Formulate an inquiry question in relation to an issue in Canadian history

This is about:

Helping students develop the skills to create meaningful and researchable inquiry questions related to issues in Canadian history. Students will explore a topic of interest, brainstorm ideas, and refine their questions through prioritization and evaluation. The goal is to guide students in constructing clear, focused, and relevant questions that can drive their historical inquiry process.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Inquiry question Topic of interest Historical inquiry	Refinement/Revision Evaluation

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The characteristics of a good inquiry question (e.g., clear, open-ended, relevant, researchable).
- Examples of inquiry questions and discuss what makes questions effective or less effective.
- A list of historical issues or themes to spark interest.
- Ways to use historical thinking concepts (e.g., cause and consequence, significance, continuity and change) to formulate a historical inquiry question.
- Steps for formulating and refining inquiry questions.

Learners will justify a response to a question relating to an issue in Canadian history.

Indicator 10.1: Formulate an inquiry question in relation to an issue in Canadian history

Ongoing Assessment: What am I looking for?

Students can:

- Identify a topic of interest in Canadian history that connects to key themes or issues.
- Generate a range of potential inquiry questions through brainstorming.
- Refine their questions to ensure clarity, focus, and relevance.
- Evaluate their final question, explaining how it meets the criteria for a strong inquiry question.

Suggestions for Teaching and Learning

- Model brainstorming by providing a broad topic (e.g., Canada's role in World War II) and asking them to brainstorm as many questions as possible about the topic.
- Model the process of formulating a question by identifying a topic, brainstorming ideas, refining a question, and evaluating its quality.
- Facilitate a class discussion or gallery walk where students explore major themes in Canadian history (e.g. Confederation, social movements, Indigenous rights, Canada's role in armed conflicts) to generate interest in potential inquiry topics.
- Facilitate a workshop to develop inquiry questions using specific criteria (e.g., clarity, focus, relevance, researchability).
- Have students peer review each other's questions using a checklist or rubric.

Suggestions for Ongoing Assessment: How can I gather evidence?

Inquiry Question Checklist	Class Discussion or Conference	Teacher Observation
What it looks like: ▪ Students evaluate their final question against a checklist or rubric, explaining how it meets the criteria for clarity, relevance, and researchability.	What it looks like: ▪ Students share their inquiry questions in a class discussion or student/teacher conference, explaining their topic of interest and how they refined their question.	What it looks like: ▪ Teachers observe students during brainstorming and refinement activities, noting their ability to generate and prioritize ideas.

Learners will justify a response to a question relating to an issue in Canadian history.				
Developing an Inquiry Question	**Research and Writing Process**	Primary and Secondary Sources	Impact of Perspectives	Supporting an Argument

Indicator 10.2: Implement research and writing processes

This is about:

Helping students carry out the steps required to conduct historical research and develop written responses. Students will implement strategies to locate, evaluate, and organize information from primary and secondary sources while following the research and writing process. The goal is for students to apply research and writing skills systematically, producing coherent and evidence-based responses to historical questions or topics.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Research process	Plagiarism
Primary sources	Quotation
Secondary sources	Thesis statement
Writing process	Outline
Citation	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The research process: locating sources, evaluating sources for reliability, relevance, and bias, and organizing information into categories or themes.
- The writing process: planning, drafting, revising, and editing.
- Source evaluation skills (e.g., how to assess the credibility, reliability, and relevance of a source).
- Citation skills such as in-text citations and works cited pages using a consistent citation style.
- Examples of academic dishonesty (e.g., plagiarism, unethical use of technology) and how to avoid it (e.g., crediting sources, seeking clarification from a teacher about appropriate technology use).
- How to structure an argument (e.g., the importance of a thesis statement, using evidence).

Learners will justify a response to a question relating to an issue in Canadian history.

Indicator 10.2: Implement research and writing processes

Ongoing Assessment: What am I looking for?

Students can:

- Locate and evaluate a variety of primary and secondary sources relevant to their topic or question.
- Organize research findings logically, using strategies such as note-taking, categorization, or outlining.
- Create a clear thesis statement that responds to their research question.
- Draft a coherent and well-structured response, integrating evidence to support their argument.
- Revise and edit their writing to improve clarity, grammar, and citations.

Suggestions for Teaching and Learning

- Facilitate a guided research activity by providing students with a historical question (e.g., *How did the Winnipeg General Strike affect Canadian labour movements?*) and a set of curated sources. Guide them through evaluating sources and organizing information needed to respond to the question.
- Have students analyze and compare different primary and secondary sources, evaluating their reliability and relevance.
- Model how to identify bias in a source and assess the usefulness of the source in answering their research question.
- Explain how to create an outline, including a thesis statement, main points, and evidence.
- Conduct focused lessons on specific aspects of writing such as developing a thesis, integrating evidence, or using transitions.
- Organize peer review sessions where students exchange drafts and provide constructive feedback on clarity, evidence use, and structure.
- Provide students with examples of improper and proper citations. Have them practice creating citations for sources they've used in their research.
- Model the steps of the writing process by drafting a response to a question with the class, showing how to plan, write, revise, and edit.

Suggestions for Ongoing Assessment: How can I gather evidence?

Research Logs What it looks like: ▪ Students maintain a log documenting the sources they locate, their evaluations of those sources, and key information they've gathered.	**Drafts and Revisions** What it looks like: ▪ Students submit multiple drafts of their writing (essay, podcast transcript, speaker notes for presentation, etc.), showing evidence of revision based on feedback and self-reflection.	**Annotated Bibliography** What it looks like: ▪ Students create an annotated bibliography summarizing and evaluating the relevance of their sources.
Peer Review What it looks like: ▪ Students use a rubric to provide structured feedback on a peer's draft, demonstrating their understanding of the research and writing process.	**Thesis and Outline Submission** What it looks like: ▪ Students submit a draft thesis statement and outline for teacher feedback before beginning their writing.	**Writing Conferences** What it looks like: ▪ Teachers hold one-on-one conferences with students to discuss their progress in research and writing, providing targeted feedback.

Learners will justify a response to a question relating to an issue in Canadian history.				
Developing an Inquiry Question	Research and Writing Process	**Primary and Secondary Sources**	Impact of Perspectives	Supporting an Argument

Indicator 10.3: Interpret primary and secondary sources to support an inquiry

This is about:

Helping students learn how to analyze and interpret primary and secondary sources to answer an inquiry question. Students will learn to extract relevant information, evaluate reliability and bias, and connect evidence from these sources to their research. By developing these skills, students will build a deeper understanding of historical events or issues and effectively use evidence to support their conclusions.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Primary source	Relevance
Secondary source	Historical context
Interpretation	Perspective
Bias	Credibility
Corroboration	

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- The differences between primary and secondary sources and their unique roles in historical research.
- The strengths and limitations of primary and secondary sources.
- How to examine the author, audience, purpose and historical context of a source.
- How to assess the reliability, bias, and scope of secondary interpretations.
- How to use criteria to assess the usefulness of a source in relation to the inquiry question (e.g., relevance, reliability, and perspective).
- Why gathering information from multiple sources is a necessary part of the historical inquiry process (e.g., how corroboration strengthens an argument by confirming details across sources, how different primary sources can offer a variety of historical perspectives on a topic).
- How to determine relevant information from sources and link it to the inquiry question.

Learners will justify a response to a question relating to an issue in Canadian history.

Indicator 10.3: Interpret primary and secondary sources to support an inquiry

Ongoing Assessment: What am I looking for?

Students can:

- Identify relevant primary and secondary sources that address their inquiry question.
- Analyse the content, purpose, and perspective of each source to extract key information.
- Evaluate the reliability and limitations of sources, considering context and bias.
- Use evidence from multiple sources to support their inquiry, making clear and logical connections,

Suggestions for Teaching and Learning

- Guide students through source analysis by providing them with a selection of primary and secondary sources related to a historical topic and using questions such as: *Who created this source, and why? What information does it provide? How does this source connect to the inquiry question? Is there anything else I need to consider about this source?*
- Have students compare a primary and a secondary source on the same topic (e.g., a diary entry from a soldier vs. a historian's analysis of the war). Ask students to identify similarities, differences, and how each source contributes to their understanding.
- Discuss how the historical context influences the content and perspective of a source, using examples, such as speeches or newspaper articles, to show how events or ideologies shaped the source's message.
- Model how to integrate evidence from sources into their written or oral responses.
- Model how to connect and cite a quotation or detail from a source directly to their inquiry question or argument.
- Assign students multiple sources on the same topic and have them identify points of agreement and contradiction

Suggestions for Ongoing Assessment: How can I gather evidence?

Source Analysis Logs	Comparative Source Chart	Evidence Integration Paragraphs
What it looks like: ▪ Students maintain a log where they analyse primary and secondary sources, recording details such as author, purpose, content, and relevance to their inquiry.	What it looks like: ▪ Students create a chart comparing multiple sources, noting their similarities, differences, and how each contributes to their understanding of the inquiry question.	What it looks like: ▪ Students write a paragraph responding to their inquiry question, incorporating evidence from both primary and secondary sources to support their argument.

Learners will justify a response to a question relating to an issue in Canadian history.				
Developing an Inquiry Question	Research and Writing Process	Primary and Secondary Sources	**Impact of Perspectives**	Supporting an Argument

Indicator 10.4: Evaluate how various perspectives shape the way an issue is understood

This is about:

Exploring how different perspectives influence the understanding of historical or contemporary issues. Students will analyse perspectives from individuals, groups, or institutions, considering how factors such as values, experiences, and cultural backgrounds shape interpretations. By evaluating these perspectives, students will assess their impact on the broader understanding of the issue and its implications.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Perspective	First voice
Bias	Worldview
Interpretation	Context

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Examples of factors that influence perspectives such as historical experiences and generational memory, economic or political interests, cultural background and traditions, social identity, including race, gender, or class.
- Examples to highlight different perspectives on the same issue (e.g., Confederation debates, Indigenous perspectives on treaties, women's rights movements).
- How to ask critical questions when evaluating perspectives such as: *Who is expressing this perspective, and why? What values, experiences, or interests might influence this perspective? How does this perspective align with or differ from others?*
- How the inclusion or exclusion of perspectives impacts the understanding of an issue. Discuss how dominant narratives can overshadow marginalized voices and create incomplete understandings.

Learners will justify a response to a question relating to an issue in Canadian history.

Indicator 10.4: Evaluate how various perspectives shape the way an issue is understood

Ongoing Assessment: What am I looking for?

Students can:

- Identify various perspectives related to a historical or contemporary issue.
- Analyse the values, experiences, or interests that shape these perspectives.
- Evaluate the influence of perspectives on how the issue is understood.
- Use evidence from primary and secondary sources to support their evaluation.

Suggestions for Teaching and Learning

- Provide students with multiple sources representing different perspectives on the same issue (e.g., Indigenous and colonial views on treaties, pro- and anti-suffrage arguments). Have students analyse how each perspective shapes the understanding of the issue.
- Have students create a visual map connecting perspectives to their underlying values, experiences, or interests. Use guiding questions to explore how these perspectives influence the broader understanding of the issue.
- Provide students with primary and secondary sources reflecting different perspectives. Model how to identify the author's background, purpose, and bias, and evaluate how these elements shape the understanding of the issue.
- Facilitate discussions about how historical context influences perspectives, emphasizing how cultural or political climates shape interpretations.

Suggestions for Ongoing Assessment: How can I gather evidence?

Perspective Comparison Chart	Source-Based Evaluation	Perspective Reflection Journal
What it looks like: ▪ Students create a chart comparing multiple perspectives on the same issue, noting key values, experiences, and differences.	What it looks like: ▪ Students analyse a set of sources, identifying perspectives, evaluating their reliability, and explaining how each shapes the understanding of the issue.	What it looks like: ▪ Students write journal entries reflecting on how examining multiple perspectives changed or deepened their understanding of the issue.

Learners will justify a response to a question relating to an issue in Canadian history.				
Developing an Inquiry Question	Research and Writing Process	Primary and Secondary Sources	Impact of Perspectives	**Supporting an Argument**

Indicator 10.5: Synthesize information from sources to support an argument

This is about:

Developing students' ability to combine information from multiple sources to build a cohesive and evidence-based argument. Students will learn to identify key ideas, analyse connections across sources, and integrate evidence to support their conclusions. By synthesizing information, students will create well-reasoned arguments that demonstrate their ability to critically engage with historical or contemporary issues.

Supporting all Students: Teaching Vocabulary and Background Knowledge

Explicitly teaching vocabulary and background knowledge before engaging students in new learning ensures that all students, regardless of prior knowledge, first language, or learning preferences have equitable access to the content.

Vocabulary

You can choose the new vocabulary most relevant to your lesson each day to teach, for example:

Synthesis Argument Evidence integration Primary source	Secondary source Corroboration Counterargument

Building Background Knowledge

Background knowledge is best taught in context. Over the course of the learning, you can introduce:

- Synthesis as the process of identifying patterns, connections, or contradictions across sources to develop a cohesive argument. Highlight the importance of selecting relevant information and organizing it logically.
- Steps in synthesizing information (e.g., identifying main points or themes, analysing connections across sources, combining information to support an argument).
- The structure of an argument, including a clear thesis, evidence integration, and logical reasoning. Discuss the importance of addressing counter arguments and corroborating evidence.

Learners will justify a response to a question relating to an issue in Canadian history.

Indicator 10.5: Synthesize information from sources to support an argument

Ongoing Assessment: What am I looking for?

Students can:

- Identify relevant information from multiple sources that aligns with their argument.
- Analyze connections, patterns, or contradictions across sources.
- Integrate evidence from sources to support their argument in a clear and logical way.
- Acknowledge and address counterarguments using evidence.

Suggestions for Teaching and Learning

- Provide students with a set of sources on the same topic (e.g., multiple perspectives on Confederation or Canada's role in WWII). Guide them in identifying key ideas and analyzing how the sources connect to each other and to their argument.
- Have students create a visual map connecting evidence from multiple sources to their thesis or main argument. They can use arrows or lines to show relationships, corroboration, or contradictions between sources.
- Model how to develop a strong thesis statement and select evidence from their sources to support it.
- Model how to write paragraphs that integrate evidence seamlessly into their argument.
- Discuss how acknowledging and refuting counter arguments strengthens their overall argument.
- Have students compare and contrast information from multiple sources, focusing on how each source contributes to their understanding of the topic. Discuss how to prioritize or weigh evidence based on its relevance and reliability.

Suggestions for Ongoing Assessment: How can I gather evidence?

Evidence Synthesis Chart	Argument and Evidence Outline	Evidence Connection Map
What it looks like: ▪ Students create a chart organizing information from multiple sources under key themes or arguments.	What it looks like: ▪ Students submit an outline of their argument, including their thesis and the evidence they plan to use from each source.	What it looks like: ▪ Students create a visual representation showing how evidence from multiple sources connects to their thesis or main argument.

Tying it all Together:

Throughout their work on this outcome, students have explored the process of synthesizing information from primary and secondary sources to construct evidence-based arguments. They have practiced identifying key ideas, analyzing connections across sources, and integrating evidence to support a clear and logical thesis. Additionally, they have examined the importance of addressing counterarguments and corroborating evidence to strengthen their arguments. This knowledge and these skills prepare students to create a well-supported response to their historical inquiry, demonstrating their ability to synthesize diverse information into a cohesive and compelling argument.

Assessing the Outcome - Sample Suggestion:

To support varied learning styles and provide flexibility, teachers can offer multiple options for summative assessments such as:

Historical Argument Essay
- Students write a formal essay responding to their chosen question, using evidence to support their conclusion.

Podcast or Video
- Students create a podcast or video in which they explain and justify their response, incorporating multiple perspectives and evidence.

Research Portfolio
- Students create a portfolio documenting their historical inquiry process, including their question, sources, analysis, and conclusion. Students confer with the teacher to discuss their process and findings.

Expository Presentation
- Students deliver an oral presentation using slides or visual aids to justify their response to the historical question.

To support the development of this skill, students can:

Analyze Sources for Key Information
- Identify relevant information from primary and secondary sources that addresses their inquiry question or thesis.
- Evaluate the reliability, relevance, and bias of each source to determine its contribution to their argument.

Explore Patterns and Connections Across Sources
- Look for themes, corroboration, or contradictions among sources and assess how these elements shape their understanding of the topic.
- Use these connections to form the foundation of their argument.

Develop and Refine a Thesis
- Create a clear and concise thesis that answers their inquiry question and serves as the central focus of their argument.
- Revise their thesis as needed based on the evidence they synthesize.

Integrate Evidence Effectively
- Combine information from multiple sources to support their thesis, using logical reasoning and clear transitions.
- Cite sources appropriately to ensure academic integrity.

Address Counterarguments and Limitations
- Acknowledge perspectives or evidence that challenge their argument and respond to them using credible evidence and analysis.

Communicate Findings Coherently
- Organize their argument logically, ensuring that each point builds on the last and connects back to the thesis.
- Present their work in a chosen format (e.g., essay, presentation, podcast), demonstrating clarity and precision.