

Social Studies 7

Curriculum Guide

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Prepared by the Department of Education and Early Childhood Development

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Background

Social Studies 7 – Many Cultures: One Shared History

Social Studies helps learners consider perspectives, think critically, and enables them to participate in society as well-informed, engaged citizens.

Young people often ask why they need to study the past. They also wonder: what is the link between the past and now? **By understanding the ‘why’ and ‘how’ of past events, learners can recognize the connection between understanding the past and acting responsibly in the present and in the future.**

While the focus of Social Studies 7 is 1820-1920, contextual understanding of the history of communities of the Maritimes as it relates to the course is important in helping learners draw connections to the time period. It is essential that learners understand that the region in which we live today is the ancestral land of the Mi’kmaw people, which has been known since time immemorial as Mi’kma’ki. During the timeframe of the course, it became known to settlers as the British colonies of Nova Scotia, Prince Edward Island and New Brunswick and after 1867, as part of the nation of Canada. Learners will engage with the history of the communities and individuals of what became known as the Maritimes in order to recognize how our shared history continues to impact us today.

An inquiry-based approach takes learners beyond the facts and figures of the period to a deeper understanding of the **Civic, Economic, Geographic, and Historic** conditions and impacts of the time. Learners should understand that the decisions, actions, and conditions of the period did not benefit all people. Inquiry will support students’ ability to use evidence-based reasoning to support their questions and claims.

Key Social Studies Skills in Grade 7

- Perspectives and Experiences of Others
- Critical Thinking
- Communication of ideas

What are the Social Studies Disciplines?

Civics

Civic engagement requires knowledge of the historical events, decisions and people of the Maritimes. Civic engagement involves individually and collaboratively working to maintain, strengthen, and improve communities, therefore politics and society may both fall into the discipline of civics. Beyond this, learners may also consider how they participate in school, their community, and the larger world around them. This requires learners to discuss issues, make decisions, and provide support through evidence-based claims. These topics are based on real issues that may require inquiry and reflection. They may examine how others have participated in society and seek opportunities to participate themselves.

Economics

The economic conditions of the time should be considered to help learners understand how natural resources, land, and other commodities were distributed among the people. Economic reasoning may help learners understand what was fair and unfair in relation to opportunities

for work, wealth, and advancement. How people choose to use resources and who controlled resources may give learners the economic insight they need to understand the conditions of the time.

Geography

Every geographic location is unique physically, historically, and culturally. However, events in one place can influence events in another. Where people live can also influence how they live. Learners should ask questions about their own communities. This can be helpful in determining what are the decisions that will most benefit the people and environment where they live. Geographic regions can change over time and asking questions about why and how may be important for learner inquiry. Are we independent of the place we live? How do decisions impact this place and the people who live there?

History

Learners should use historical inquiry to answer questions by finding evidence to support their claims. Inquiry goes beyond fact, figures, and dates to ask why and how. Historical inquiry involves supporting investigations with a variety of sources, perspectives, and ideas about the past. Learners may begin with something introduced by the teacher and then consider the concept further through inquiry with various historical resources. This inquiry should support critical thinking where learners are asking questions, making connections, and becoming better thinkers.

Learning through the lens of Competencies and Skills

In 2015 the Council of Atlantic Ministers of Education and Training (CAMET) released their findings to a review of the Atlantic Canada Essential Graduation Learnings which had been developed in 1995 as a framework for curriculum development. The review questioned whether the existing model responded to the changing demands of work and life in the 21st century. This review resulted in an updated document, the Essential Graduation Competencies, placed emphasis on the importance of articulating clear statements of what learners are expected to know, be able to do, and reflect on by the time they graduate from high school. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula.



What are competencies?

Competencies are an interrelated set of attitudes, skills and knowledge that is drawn upon and applied in a particular context for learning and living. Competencies are developed over time through engagement in learning experiences and a supportive learning environment.

Citizenship (CZ)

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.

Personal-Career Development (PCD)

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.

Communication (COM)

Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Creativity and Innovation (CI)

Learners are expected to demonstrate openness to new experiences, 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 (CT)

Learners are expected to analyse 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 (TF)

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

The renewed curriculum outcomes are comprised of skills, concepts, and opportunities for engagement with the competencies. Each outcome has suggested indicators to assist in developing those concepts and skills to demonstrate achievement. The design reflects an opportunity for a natural cross curricular approach.

- Indicators have been identified for each outcome; the indicators are aligned with competencies and are suggested ways to scaffold skill development through conceptual exploration in order to provide a depth of understanding in relation to the outcome.
- Concepts are the key ideas, information, and theories that learners come to know through the aligned skill. Guiding questions are offered as possible ways to approach learning associated with the skill and concept.

Competencies are listed at the end of each indicator. These are closely aligned with the combination of skill and concept that are found in the indicator. The competencies can be used by teachers to frame learning experiences. This framing provides opportunities for learners to engage with and develop the related competency.

Course Delivery

Learning will be enhanced through an inquiry-based approach. Inquiry-based learning requires learners to meaningfully engage in the experience/activity while reflecting upon the learning and the competencies and skills they are developing.

By delivering the curriculum through an integrated approach, higher level thinking and active participation are encouraged. This approach supports learners in a deeper understanding of content and offers expanded opportunities for achievement of outcomes in a meaningful way.

Inquiry Based Learning

Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. These investigations require that students learn how to develop questions, look for information, and to identify possible solutions or conclusions.

Project Based Learning

Using "big ideas" as a starting point, students learn through practical projects that require them to acquire a thorough understanding of the subject that they can apply in the real world. This approach engages students in formulating questions, investigating for answers, building new understandings, communicating their learning to others, while developing critical thinking skills, collaboration, communication, reasoning, synthesis skills, and resilience. Project Based Learning typically is concluded with a final product that is presented to a school and/or a community-based audience.

How inquiry based learning benefits learners:

- Makes learning relatable and relevant for learners
- Provides motivation through contextual learning
- Helps learners integrate and practice concepts and theories learned in the classroom
- Creates opportunities for development of skills and success in learning

What could it look like in the classroom?

Learners will:

- Seek and pursue opportunities for innovation
- Introduce and test ideas
- Assess opportunities
- Set goals and action plans
- Demonstrate self-awareness
- Engage in ongoing reflection
- Take risks

How do I know it's working?

Learners are developing as:

- Flexible collaborators
- Reflective leaders
- Calculated risk takers
- Adaptive and resilient problem solvers
- Effective communicators
- Self-aware learner

How to Use This Guide

Outcome: Learners will analyse particle theory in relation to environmental health in different environments

Curriculum outcomes are statements of what a learner is expected to know and is able to do. Outcomes provide context for skill development in relation to the learning of concepts.

Environmental Action

Rationale

Particle theory is essential to understanding how substances in the environment behave, as well as how we can separate pollutants from natural systems. Exploration of solubility and concentration will help learners analyse ways to determine environmental health. Inquiry into particle theory provides the foundation for future studies in chemistry. In grade 8, concepts related to particle theory will be further refined as students explore heat and the kinetic molecular theory through the theme of climate change.

The rationale provides a context for learning in relation to the concepts and skills learners will explore in this outcome.

Competencies

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

These are the competencies that relate to this outcome.

Indicators

- Investigate pure substances and mixtures in relation to particle theory (COM/CI/CT)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- Analyse the factors that affect solubility and concentration (COM/CT/TF)
- Measure the indicators of health of a local waterway with probes (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (CZ/COM/CI/CT)

The indicators support the development of skills and concepts, and provide evidence of student learning. Teachers have flexibility in how the indicators are selected, used and, combined in order to respond to their learners.

The competencies noted at the end of indicator statements identify the types of learning experiences that best support the outcome.

Concepts (and Guiding Questions)

Particle Theory

- How does the Particle Theory of Matter relate to mixtures and solutions?
- How does the particle theory of matter relate to the dissolution of solids?

The concepts provide the context for skill development. Concepts may progress across grade levels as the degree of complexity increases and may be developed across curriculum areas.

Pure substances vs. Mixtures

- How do pure substances and mixtures compare?
- How do various mixtures and solutions compare?

Separation of Mixtures

- How can various mixtures be separated?
- How can pollutants be separated from our drinking water?

The guiding questions can provide starting points for inquiry and guide the development of skills and competencies.

Solubility and Concentration

- How do solubility and concentration impact the effect of pollutants in the environment?
- How do different variables affect solubility and concentration?

Determining Environmental Health

- How can the health of an environment be determined?
- How can water be kept clean for drinking and as a habitat?
- How does pollution enter the environment?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

The first skill defined is the outcome skill and the others are the skills found in the indicators.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Measure

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 4	Grade 5	Grade 7	Grade 8
Learners will have investigated a variety of local natural habitats. Concepts included habitat components and characteristics, survival needs of organisms, how habitats can change over seasons and with time.	Learners will have tested how physical and chemical changes affect the properties of matter. Concepts included physical and chemical properties of matter, physical and chemical changes as well as conservation of mass.	Learners will analyse particle theory in relation to substances in environments. Learners will explore the following concepts: particle theory, pure substances vs. mixtures, separation of mixtures, solubility and concentration, determining environmental health.	Learners will investigate heat in relation to particle theory.

Some courses include a table that describes the scope and sequence of the skills and concepts for this outcome.

Pollution provides the context for learning about particle theory in this outcome. Learners will explore the impact of various concentrations of substances in the environment. An understanding of particle theory will support scientific knowledge that underpins the concept of pollution. An understanding of particle theory allows learners to make decisions about what is safe or harmful for the environment. Data logging sensors (probeware) can be used to collect data from local environments. This provides opportunities to connect with the mathematics curriculum as well as careers in environmental management. Using probeware allows for the collection of a lot of data in a short period of time so the effort can be placed in designing controlled experiments and analyzing the data for real-life implications. Learners have had probeware available to them as early as grade 4.

The background knowledge provides an overview of the learners' experiences in relation to the skills and concepts of the outcome.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning. The exploration of skills and concepts for this outcome can be done in any order based on the progression of learning. The experience described below is the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *analyse the factors that affect solubility and concentration* when *measuring the indicators of health of a local waterway*.

For each outcome you will find one sample learning experience relating to the skills, concepts, and competencies for a specific indicator.

Guiding questions and learning experiences can be used to launch inquiry into the concept.

Indicators

- Investigate pure substances and mixtures in relation to particle theory (COM/PCD/CI/TF)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- **Analyse the factors that affect solubility and concentration (COM/CT/TF)**
- Measure the indicators of health of a local waterway with probeware (CZ/CI/TF)
- Analyse the health of a local waterway (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (CZ/COM/PCD/CI/CT)

Overview

The teacher presents learners with the task of designing an experiment to measure solubility and/or concentration. Depending on where learners are in the course, the teacher may provide questions in the form of a design challenge: How do you dissolve the most sugar in a volume of water? What is the fastest method to dissolve a sugar cube?

This provides a quick description of the learning experience outlined in detail below.

Evidence of Learning for the indicator:

Analyse the factors that affect solubility and concentration

Evidence of learning can be gathered as learners design and conduct an experiment to collect information about factors that affect solubility and concentration. Further evidence can be gathered through conversations about the validity and reliability of the data learned.

This section provides an overview of how assessment is embedded within the learning experience. The evidence of learning corresponds to the acquisition of skills and the understanding of concepts related to the outcome.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of learning experience for the indicator:

Analyse the factors that affect solubility and concentration

This section details the steps for the sample learning experience and identifies the indicator in focus.

Potential Guiding Questions

- How do different variables affect solubility and concentration?

Guiding questions that relate to the concepts of the sample learning experience are listed here to help launch student inquiry.

*The learning experience below is **one possibility** to engage learners with this indicator. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Gather and select appropriate information

Learners can carry out their experiments and gather data. This may be done in small groups or pairs. Alternatively, learners may be placed into groups to discuss the various experimental designs and one design can be chosen to be conducted. Another option is to refine the experimental designs as a group to include elements from several members of the group into one design. This refined design can then be carried out. A discussion or mini lesson on how to effectively record data might help learners organize the experimental information that they will be gathering.

Along with the steps for the learning experience, competencies have been identified that best align with the steps as described.



Essential
Graduation
Competencies

Technological Fluency

This provides learners the opportunity to use technology in a relevant and meaningful way.

A description of the competency that could be developed through this learning experience.

The teacher should provide feedback with respect to lab safety, throughout the experiment.



Evidence of Learning (Observations)

While students are collecting experimental data, the teacher can provide feedback on their **gathering information** for analysis.

Evidence of learning is gathered throughout the learning experience. Suggested opportunities are found in these boxes.

Determining importance of information and Communicate Findings

Learners can share their findings by exploring the following questions:

- How do the results of different experiments compare?
- What do the results mean in relation to pollutants in the environment?
- How is the factor that you inquired about important for pollution management?



Essential
Graduation
Competencies

Communication

This provides learners the opportunity to listen and interact purposefully and respectfully in formal and informal contexts.



Evidence of Learning (Conversations)

Learners **communicate** and discuss the **importance of the findings**.



Evidence of Learning (Products)

Learners **communicate their findings** on the factors that affect solubility and concentration.

Moving Forward

How are the variables you investigated relevant to substances in the environment?

The next steps are scaffolded towards learner independence and application of the skill as it relates to the outcome

Outcome: 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

Rationale

The Mi'kmaw people showed incredible resilience in resisting discriminatory government policies and actions throughout the 19th and into the 20th centuries. In Mi'kma'ki, Peace and Friendship Treaties were signed by the Mi'kmaq and the British with the intent of benefiting both parties; yet later denial of treaty rights had tremendous impacts on Mi'kmaw communities, individuals, and the treaty relationship. Learners can ask questions about Mi'kmaw responses to the civic, economic, and geographic impacts of historic decisions that denied these rights. Examination of the impacts of the Gradual Civilization Act (1857) and the Gradual Enfranchisement Act (1869) will help students establish the historical context that led to the Indian Act (1876). Providing knowledge through primary sources and first voice will help learners gain appreciation and understanding of the perspectives of Mi'kmaw people.

Competencies

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

Indicators

- Question how the Indian Act and other government decisions impacted geographic conditions for Mi'kmaw people (CZ, COM, CT)
- Analyse how the Indian Act and other government decisions impacted civic conditions for Mi'kmaw people (CZ, COM, CT)
- Investigate how the Indian Act and other government decisions impacted economic conditions for Mi'kmaw people (CZ, COM, CT)
- Investigate the resilience of the Mi'kmaq in response to discriminatory government policies and the denial of treaty rights (CZ, COM, CT)

Concepts and (Guiding Questions)

Geographic Impact on Mi'kmaw Communities

- How can the teachings of Msit No'kmaq and Netukulimk teach us about the Mi'kmaw connection to the land?
- How were the lives of the Mi'kmaq influenced by geographic location?
- How did the creation of reserves and the reserve system impact the relationship between Mi'kmaw and other communities?
- How did the creation of the reserve system impact Mi'kmaw connections to the land?

Civic Impact on Mi'kmaw Communities

- Why did the government pursue a policy of assimilation?
- How did the Mi'kmaq resist assimilation?
- Why were government decisions unfair to the Mi'kmaq?
- How did the government create unfair living conditions for Mi'kmaw people?

Economic Impact on Mi'kmaw Communities

- How did economic opportunities impact living conditions for the Mi'kmaq?
- How did Mi'kmaw people create economic opportunities?
- How did denial of Treaty Rights impact economic opportunities?

Resilience

- How did the Mi'kmaq resist unfair government decisions?
- How did the Mi'kmaq protect their cultural practices despite discriminatory policies?
- How did the Mi'kmaq preserve their traditional ways of life despite the challenges posed by discriminatory policies?

Skills

Reflect

Ask questions of experiences and/or concepts; examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; evaluate perceptions and perspectives in relation to experiences and/or concepts; synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Question

Generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 5	Grade 7	Grade 8
Learners investigated decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada Learners analysed interactions between British and French and First Nations and Inuit in what later became Atlantic Canada	Learners reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki.	Learners will reflect on 20th and 21st century Indigenous experiences in Canada, including an investigation of government attempts to assimilate Indigenous peoples.

including investigating relationships the English had with First Nations and Inuit of Atlantic Canada.		
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Teachers should note that this may be the first time that learners are specifically questioning the impact of settler government decisions on the Mi'kmaq. It is important that learners develop questions framed by what it means to be a treaty person in Mi'kma'ki. Learners will need to investigate relevant aspects of the Peace and Friendship Treaties as well as government policies such as the Indian Act to provide context and depth of knowledge as they learn how to reflect on the experiences of people and communities in Mi'kma'ki at the time.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *question how the Indian Act and other government policies impacted geographic conditions for Mi'kmaw people in order to investigate the economic impact of government decisions for the Mi'kmaq.*

Indicators

- **Question how the Indian Act and other government decisions impacted geographic conditions for Mi'kmaw people (CZ, COM, CT)**
- Analyse how the Indian Act and other government decisions impacted civic conditions for Mi'kmaw people (CZ, COM, CT)
- Investigate how the Indian Act and other government decisions impacted economic conditions for Mi'kmaw people (CZ, COM, CT)
- Investigate the resilience of the Mi'kmaq in response to discriminatory government policies and the denial of treaty rights (CZ, COM, CT)

Overview

In Nova Scotia today, Mi'kmaw can belong to one of 13 communities or bands. Some communities encompass more than one geographic location. The locations of contemporary Mi'kmaw communities and lands have been influenced by many factors including European settlement and the introduction of government policies like the Indian Act. Through comparing maps of Mi'kma'ki, the Maritimes in 1876 and contemporary Mi'kmaw communities, learners can begin to question how settlement by Europeans and the creation of the reserve system impacted geographic conditions for the Mi'kmaw people. The teacher should provide opportunities for learners to generate and develop questions including strategies for forming open questions from closed questions. As learners progress in their skill development in this indicator, they will generate inquiry questions that can then be used to begin investigating how the Indian Act and other government decisions impacted economic conditions for the Mi'kmaq.

Teachers should be mindful that this learning experience needs to be reinforced by the Mi'kmaw teachings of Msit No'kmaq and Netukulimk as referenced in the guiding questions.

Evidence of Learning for the indicator:

Question how the Indian Act and other government decisions impacted geographic conditions for Mi'kmaw people

For this indicator, teachers will gather evidence as learners develop inquiry questions regarding the impact of government decisions on geographic conditions for the Mi'kmaw people.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of learning experience for the indicator

Question how the Indian Act and other government decisions impacted geographic conditions for Mi'kmaw people

Potential Guiding Questions

- How were the lives of the Mi'kmaq influenced by geographic location?
- How did the creation of the reserve system impact Mi'kmaw connections to the land?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

The teacher can begin by facilitating a discussion on how to develop inquiry questions. Learners can identify questions they have about the topic. The teacher can then select one of the questions that is a “closed” question (questions with a definitive and easy to locate answer) and reformulate it as an “open” question (questions that are broad and have answers that are context specific) then facilitate a discussion on how to develop open questions from closed questions. Together with the teacher, learners can co-construct criteria of what determines a strong open question.



Evidence of Learning (Observation)

This is an opportunity to observe learners' initial understandings of **questioning**. It will be helpful to identify the types of criteria learners are suggesting in order to guide necessary instruction about **generating and developing questions** as it relates to this learning experience.

Learners begin by looking at a map of Mi'kma'ki before contact. Next, learners can view a map of the geo-political boundaries of the Maritimes as well as a map of contemporary Mi'kmaw communities in Nova Scotia. The teacher can, by comparing the maps, model a think-aloud to help learners discuss what would have changed for the Mi'kmaw people as these boundaries were established. Learners begin to question how the reserve system would have impacted geographic conditions for the Mi'kmaq. The teacher can then ask the learners to share some of their questions.



Essential Graduation Competencies

Citizenship

This allows learners the opportunity to examine issues around human rights and equality and recognize the complexity and interconnectedness of factors in analyzing issues.



Evidence of Learning (Conversations)

As learners share their inquiry questions teachers would consider whether they are able to **develop** open **questions** in readiness for moving into groups. If learners are generating mainly closed questions, the teacher may need to give further strategies to develop open questions.

Once the process has been established, in small groups, the learners will then begin to generate more questions. The map can be used as a 'thinking document' by the groups as a way of representing their questions and ideas.



Essential Graduation Competencies

Communication

This is an opportunity for learners to engage in constructive and critical dialogue.



Evidence of Learning (Observation/Conversation)

As learners **generate questions** within their groups, the teachers can observe and converse with learners in order to gather individual evidence relating to the development of questioning skills. Teachers can offer feedback to help guide the **development** of questions that allow for inquiry.

Groups can be asked to choose one question that they feel is their best open-ended question. The teacher and class can provide feedback for further refinements to the inquiry question as needed.



Essential Graduation Competencies

Critical Thinking

This is an opportunity for learners to ask critical, purposeful questions and communicate ideas, conclusions, decisions and solutions appropriate to audience and purpose.



Evidence of Learning (Conversations/Product)

As groups share their questions, this is an opportunity to gather evidence of skill development as it relates to the exploration of geographic conditions. Teachers can offer feedback to both the groups sharing, and to learners offering comments.

Moving Forward

Learning can move on to investigate the questions generated by the groups. This will give learners context to help them work towards the outcome of reflecting on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki.

Outcome: Learners will reflect on historical opportunities and challenges in the Maritimes, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and the Gaels.

Rationale

The years 1820-1920 were challenging times for the diverse peoples of the Maritimes. Exploring opportunities and challenges can give learners a historical understanding of the civic, geographic and economic conditions of the time for Mi'kmaw, Acadian, African Nova Scotian and Gael peoples. Other social and cultural groups seeking opportunities in the Maritimes also faced challenges. People confronted policies that pursued assimilation and segregation, many of which came into being prior to 1820, and communities in the Maritimes had to resist challenges to the rights to their land, languages, identities and cultures.

Competencies

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

Indicators

- Investigate the impact of civic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)
- Question the impact of geographic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)
- Analyse the impact of economic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)
- Evaluate the impacts of government attempts at assimilation and segregation on the Mi'kmaq, Acadians, African Nova Scotians and Gaels (CZ, COM, CT, TF)

Concepts and Guiding Questions

Impact of Civic Conditions

- How are people impacted by inequitable access to education and educational resources?
- How did the government support/not support fairness for all people?
- How were civic conditions unfair for African Nova Scotian people?

Impact of Geographic Conditions

- How does geographic location create opportunities and challenges?
- How were the lives of the African Nova Scotians influenced by geographic location?
- How did the denial of land grants and land titles impact African Nova Scotian people?

Impact of Economic Conditions

- How did economic challenges impact various groups?
- How did issues around land use impact economic opportunities?

- How did the government support/not support economic opportunities?
- How did economic opportunities impact living conditions for African Nova Scotians?
- How did African Nova Scotian people use entrepreneurship to create economic opportunities?
- How did denial of land grants and land titles impact economic opportunities?

Impact of government policies and practices

- Why did the government pursue policies and practices of assimilation and segregation?
- Why were government decisions unfair to African Nova Scotian people?
- How did the peoples of the Maritimes resist assimilation and segregation?
- How did the conditions of the time make advocacy challenging?

Skills

Reflect

Ask questions of experiences and/or concepts; examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; evaluate perceptions and perspectives in relation to experiences and/or concepts; synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Question

Generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 6	Grade 7	Grade 8
Learners analysed the impact of cross-cultural understanding, inclusive of Acadians, African Nova Scotians, Gails, Mi'kmaw and additional cultures.	Learners reflect on historical opportunities and challenges in the Maritimes, inclusive of the Mi'kmaq, Acadians, African Nova Scotians and the Gaels.	Learners will evaluate the impact of equity and inequity in a changing Canadian society.

It is important for teachers to note that the different peoples of the Maritimes have unique experiences and histories. The approach to reflection on historical opportunities and challenges needs to be responsive to and respectful of each group as they are being explored.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may analyse the impact of economic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes by investigating the civic conditions of those communities.

Indicators

- Investigate the impact of civic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)
- Question the impact of geographic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)
- **Analyse the impact of economic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)**
- Evaluate the impacts of government attempts at assimilation and segregation on the Mi'kmaq, Acadians, African Nova Scotians and Gaels (CZ, COM, CT, TF)

Overview

The African Nova Scotian community has a rich history of entrepreneurship in our province. African Nova Scotian entrepreneurs showed great resilience and innovation to create economic opportunities for themselves, their families and their communities in a time of great historical challenges. The biographical profiles, “Mary Marguerite Rose”(NSBB# 1004582) and “Rose Fortune”(NSSBB# 2002357), offer an opportunity for learners to learn about how these women identified need in their respective communities and how they were able to create economic opportunities by developing successful businesses.

Evidence of Learning for the indicator

Analyse the impact of economic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes

For this indicator, evidence of learning can be gathered as learners gather and select accurate, valid and reliable information relating to two African Nova Scotian entrepreneurs. From that perspective, learners will also consider the impact of economic conditions on marginalized peoples in the Maritimes.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of Learning Experience for the indicator:

Analyse the impact of economic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes

Potential Guiding Questions

- How did economic challenges impact various groups?
- How did African Nova Scotian people use entrepreneurship to create economic opportunities?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Using the biographical profile on Marie Marguerite Rose, the teacher can model how learners might use text features to gather and select relevant information, using an organizer of choice. (Learners, with the guidance of the teacher, may design an organizer to gather and select relevant information from the text.) Relevant information could include: needs within the community, how the needs created opportunities for Marie Marguerite Rose to build her businesses, and how she overcame challenges to create economic opportunities.



Essential Graduation Competencies

Citizenship

This provides learners the opportunity to examine issues around human rights and equity.



Evidence of Learning (Observation)

As learners are working in small groups, the teacher will observe their ability to **gather and select relevant information** based on the predetermined criteria.

To provide an opportunity for learners to progress towards greater independence in their skill development relating to this indicator, they can work independently or in small groups to now gather and select information on Rose Fortune, using the biographical profile and the strategies/organizer they have developed in the first part of the activity.



Essential Graduation Competencies

Critical Thinking

This gives learners the opportunity to work individually, cooperatively, and collaboratively in problem solving.



Evidence of Learning (Observations/Product)

Teachers can gather evidence as learners **gather and select relevant information** relating to Rose Fortune's businesses. Learners can have an opportunity to communicate their findings with the class.

Teachers should give learners strategies for determining the accuracy and validity of information which could include: cross-referencing information between sources; considering the author, date of publication and reason for publication; and the credibility of web sites. In order for learners to practice this skill, teachers could provide other sources on Rose Fortune. Learners, with the guidance of the teacher, can co-construct criteria to determine the accuracy and validity of information.



Essential Graduation Competencies

Technological Fluency

This allows learners to apply technology effectively as appropriate to the learning experience.



Evidence of Learning (Conversations)

Learners use the co-constructed criteria to **determine the accuracy and validity of information** in the biographical profile of Rose Fortune. Teachers can have conversations with learners to gather evidence as learners **determine accuracy and validity of information**.

Using the strategies for determining accuracy and validity, learners can find a source on Rose Fortune to share with the class. They can communicate why the information should be considered accurate and valid (or not) using the co-constructed criteria. Learners can share their information in a format of their choosing.



Essential Graduation Competencies

Communication

This provides learners the opportunity to evaluate the purpose, audience and choice of media when communicating.



Evidence of Learning (conversations/products)

Evidence of learning can be gathered as learners **communicate their findings** regarding the **accuracy and validity** of their selected sources through the use of the co-constructed criteria.

Moving Forward

This learning experience provides learners an opportunity to analyse how two African Nova Scotian women were able to create opportunities in challenging historical circumstances but could focus on any of the communities listed in the outcome (or others). Learners should be provided further learning experiences that focus on the other communities in order to fully reflect on historical opportunities and challenges for disempowered people of the Maritimes.

Outcome: Learners will evaluate the impacts of political changes in the Maritimes up to the early 20th century.

Rationale

In this outcome, learners will explore political changes in the Maritimes. Exploring changes to political systems and structures and their impacts helps learners understand the political forces that have shaped the Maritimes. Exploring a range of historical perspectives and voices is encouraged when considering issues related to political changes in the Maritimes.

Competencies

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

Indicators

- Question the origins and purpose of responsible government in the Maritimes (CZ, COM, CT)
- Investigate the controversy of Confederation in the Maritimes from multiple perspectives (CZ, COM, CT)
- Investigate the impact of Confederation on the Mi'kmaq (CZ, COM, CT)
- Analyse how Confederation impacted life in the Maritimes (CZ, COM, CT)

Concepts (and Guiding Questions)

Responsible Government

- How was responsible government not responsible to the people?
- What historical conditions drove the need for responsible government?

Debate Around Confederation

- Why would you (not) support confederation?
- What conditions drove the resistance to Confederation?
- How do we know we live in a democratic society?
- Why is it important to consider multiple points of view on a big decision?

Impact of Confederation on the Mi'kmaq

- How did Confederation impact Mi'kmaw communities?
- How did Confederation change Mi'kmaw governance?
- Why were the Mi'kmaq denied the rights afforded to citizens?

Impact of Confederation on the Maritimes

- How did the Maritimes benefit from Confederation?
- What challenges were created in the Maritimes by Confederation?

Skills

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

Question

Generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 5	Grade 7	Grade 8
Learners investigated decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada.	Learners evaluate the impact of political changes in the Maritimes up to the early 20th century.	Learners will evaluate how various conflicts have impacted Canadian society including considering how political changes can both cause and resolve conflicts.

It is important for teachers to note that this could be learners' first introduction to political changes such as Responsible Government and Confederation. The emphasis of learning should be on the impact these changes had on the peoples of the Maritimes.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *investigate the impact of Confederation on Mi'kmaw communities by investigating the controversy of Confederation from multiple perspectives*.

Indicators

- Question the origins and purpose of responsible government in the Maritimes (CZ, COM, CT)
- Investigate the controversy of Confederation in the Maritimes from multiple perspectives (CZ, COM, CT)
- **Investigate the impact of Confederation on the Mi'kmaq (CZ, COM, CT)**
- Analyse how Confederation impacted life in the Maritimes (CZ, COM, CT)

Overview

Prior to contact with Europeans, the Mi'kmaw government at all levels made decisions by consensus. The Santé Mawiómi (Grand Council) consisted of a seat for each of the seven districts, as well as for the Nikanus, Kji-Keptin, Pu'tus and Kji-saqmaw. Learners may be unfamiliar with consensus building as a decision-making practice. It is important for teachers to provide context for consensus-making as it applies to Mi'kmaw decision-making practices. For example, consensus building often takes more time than majority-vote practices but within Mi'kmaw political structures, speaking with the assurance of community support is essential. If talks reached a stalemate, time would be allowed to consult with elders before resuming discussions and all discussions were based on mutual respect and trust. Settlers were unfamiliar with this form of government and often misunderstood the function and importance of consensus decision-making in Mi'kma'ki. In order to investigate the impact of Confederation on Mi'kmaw communities, it is important for learners to be given the opportunity to explore both consensus and majority rule as methods of making decisions.

It is important for teachers to note that the aim of the learning experience is not for learners to decide if consensus or majority vote is better than the other, but instead to be able to communicate when decision-making practices are best-fit for a specific situation. Teachers should provide context for consensus and majority-vote practices before beginning the learning experience.

Evidence of Learning for the indicator:

Investigate the impact of Confederation on the Mi'kmaq

Evidence of learning can be gathered as learners organize and compare details about the impact of Confederation on Mi'kmaw communities, with a focus on the guiding question: How did Confederation change Mi'kmaw governance?

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of learning experience for the indicator:

Investigate the impact of Confederation on the Mi'kmaq

Potential Guiding Questions:

- How did Confederation impact Mi'kmaw communities?
- How did Confederation change Mi'kmaw governance?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Learners can begin by asking questions about what factors should be taken into consideration when governments are making decisions that are going to impact a community. A sample question to prompt discussion can be: How can we ensure that governments are making fair decisions? Based on where learners are in their skill development, teachers can model questioning by thinking aloud.



Essential Graduation Competencies

Critical Thinking

This allows learners to reflect on personal ideas and opinions relative to the ideas and contributions of others.



Evidence of Learning (Observation)

Learners, with the guidance of the teacher, can co-construct criteria for fair decision-making practices.

The teacher should introduce procedures based on traditional Mi'kmaw consensus practices such as: having learners sit in a circle, ensuring that learners are given equal time to talk and listen, ensuring that dialogue is respectful and giving learners time to consult when discussions reach stalemates. It is important that teachers note that these examples are only some of the traditional practices of Mi'kmaw governance in order to help support learners as they begin to investigate the impact of Confederation on Mi'kmaw communities. Being mindful of the needs of learners, the teacher should present a scenario on which the learners need to come to consensus. Scenarios presented should take into account situations that would engage all learners and would have more than one possible outcome. For example, choosing where to take a class trip or which not-for-profit to support in relation to community needs.

As a whole class, learners should attempt to come to consensus. At the conclusion of the discussion, the teacher can then ask learners to share what they see as beneficial and challenging about consensus-based decision making. Further, learners should be asked to consider how this classroom experience with consensus-making would differ from traditional Mi'kmaw practices. For example, learners might engage in a conversation about time constraints that they had to complete the activity, or how having the opportunity to consult with elders could help in consensus-making, depending on the way their learning experience was structured.



Essential Graduation Competencies

Critical Thinking

This provides learners with the opportunity to analyse information and evidence, suspending judgement and accepting ambiguity



Evidence of Learning (Conversations)

Using their criteria on fair-decision making, learners can **communicate their findings** relating to the benefits and challenges of consensus as decision-making practice.

The teacher should then provide context for learners as to majority vote decision-making. The teacher should present a scenario and ask learners to consider possible solutions. The teacher should then ask learners to volunteer to represent specific solutions provided by the class. Representatives should then be given the opportunity to present their solutions to the whole class. For example, representatives might be asked to present their reasoning for choosing a particular place to take a class trip in efforts to convince the class to support their idea. Learners should then cast secret ballots to come to a decision. After the ballots have been counted and a decision made by majority-rule, the teacher can then ask the learners to share what they see as beneficial and challenging about majority-rule decision making.



Essential Graduation Competencies

Communication

This provides learners the opportunity to listen and interact purposefully and respectfully in formal and informal contexts



Evidence of Learning (conversations)

Using their co-constructed criteria, learners will **communicate** (to a partner, in small groups, or as a class) **their findings** relating to the benefits of challenges of majority-rule as a decision-making practice.

In small groups, learners can use their findings to organize and compare details regarding decision-making practices. Learners should have an opportunity to consider the benefits and challenges of both systems and be asked to propose situations (real or invented) where consensus and majority rule would be the most fair decision-making practice. Learners can provide an example for each and be able to explain their reasoning as to why the decision-making practice they chose would be the best fit in each case.



Essential Graduation Competencies

Citizenship

This provides learners the opportunity to analyse possible consequences of decisions, judgements, and solutions to problems



Evidence of Learning (Product)

Through a communication tool of the learners' choosing, groups should present their findings. Teachers can provide feedback on how to select and justify a decision-making practice in relation to a specific situation or need.

Moving Forward

This learning experience will support learners in their exploration of how Confederation impacted Mi'kmaw governance by giving context to the challenges that were created when the powers of the Santé Mawiómi (Grand Council) were limited under imposed government policies and the Mi'kmaq were forced to adopt a majority-rule system as opposed to their traditional consensus governance.

Outcome: Learners will create a response to changing societal conditions in the Maritimes.

Rationale

Many people in the Maritimes have worked for the betterment of their communities and society at large. In this outcome, learners will explore the communities and individuals who have worked to improve the social conditions of the Maritimes between 1820-1920. Advocacy can take many forms and create change in many ways. Learners can explore the range and depth of advocacy and connect it to the conditions that drove it.

Competencies

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

Indicators

- Investigate key individuals and groups active in changing social conditions (CZ, COM, CT, TF)
- Investigate how change was created in Maritime communities (CZ, COM, CT)
- Analyse the impacts of civic movements on the Maritimes (CZ, COM, CT)
- Analyse the impacts of innovations on the Maritimes (COM, TF, CT)

Concepts (and Guiding Questions)

Advocacy and Impact on Changing Social Conditions

- Why does everyone have a social responsibility to stand up for others?
- What are appropriate ways to stand up for others?
- How did advocacy movements attempt to make social change at the time?

Creating Social Change

- What obstacles did people face in creating change?
- How can obstacles to change be overcome?

Impact of Civic Movements

- Why did the ideas, beliefs, and attitudes of the time need to change?
- What prompted groups and individuals to advocate for change?

Impact of Innovation

- What were the positive and negative impacts of innovations?
- What is the role of innovation in changing our society?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 6	Grade 7	Grade 8
Learners implemented age appropriate actions that demonstrate responsibility as global citizens.	Learners create a response to changing societal conditions in the Maritimes.	Learners will plan an advocacy action in response to an issue.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *investigate how change was created in the Maritimes by investigating key individuals in changing societal conditions*

Overview

Many women in the Maritimes advocated for societal change from 1820-1920. Through investigating key individuals and groups involved in the Suffrage Movement, learners can begin to ask and revise questions about societal conditions for women at the time.

Indicators

- **Investigate key individuals and groups active in changing social conditions (CZ, COM, CT, TF)**
- Investigate how change was created in Maritime communities (CZ, COM, CT)
- Analyse the impacts of civic movements on the Maritimes (CZ, COM, CT)
- Analyse the impacts of innovations on the Maritimes (COM, TF, CT)

Evidence of Learning for the indicator:

Investigate key individuals and groups active in changing societal conditions

Evidence of learning can be gathered as learners ask and revise questions about how key individuals and groups were active in attempting to create social change. Further evidence can be gathered as learners locate relevant and dependable details in response to their questions.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of Learning Experience for the indicator:

Investigate key individuals and groups active in changing societal conditions

Potential Guiding Questions:

- How did advocacy movements attempt to make social change at the time?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Teachers will need to provide context for the social conditions impacting women in the late 19th and early 20th centuries to help support learners as they generate questions. This can include the debate around prohibition, the work of the suffragettes, and why women were advocating for change. It is important for teachers to note that women were being impacted not just by gender roles, but also by factors such as race, socio-economic class, and cultural expectations. Thus, not all women were equally represented in advocacy movements or able to benefit from the political, economic and social changes those movements brought. For example, African Nova Scotian advocates like Louisa Ann Johnson were fighting not only for women's rights, but for educational opportunities for African Nova Scotian youth to combat racial discrimination, and Mi'kmaw women were not included in the extension of voting rights to women in the province in 1918.



Essential Graduation Competencies

Critical Thinking

This provides learners the opportunity to ask critical and purposeful questions

Citizenship

This provides learners the opportunity to examine issues surrounding human rights and equity



Evidence of Learning (Observations/Products)

Learners, with the guidance of the teacher, can **generate questions** relating to societal conditions impacting women in the Maritimes at the time.

Once learners have generated questions about key individuals and groups active in response to these issues, the teacher can model strategies for developing questions into open questions that will support inquiry. Learners can then choose questions to revise and explore. Depending on where learners are in their skill development, they could choose one question as a class, different questions could be explored in small groups, or learners could choose questions of personal interest to explore independently.



Essential Graduation Competencies

Critical Thinking

This provides learners the opportunity to develop curiosity, creativity, flexibility, and persistence.

This also provides learners the opportunity to recognize that critical thinking is purposeful is purposeful



Evidence of Learning (observations)

Evidence of learning can be gathered as learners are revising questions of interest into open inquiry questions for investigation.

Learners can have an opportunity to gather and select relevant and dependable details in response to their inquiry questions about women’s groups. Teachers can provide strategies and feedback for learners as they determine relevance and reliability when working with information texts. For example, teachers can provide opportunities for learners to consider the origins of sources both in terms of authors and publishing platforms to determine reliability. This could include sharing sources from a variety of print and media sources and modeling how learners can determine reliability by checking author credentials, considering publication dates and the credibility of web sites.

Depending on the learners’ experience, teachers have the option to choose and provide sources for learners to explore, or have learners find information independently.



Essential Graduation Competencies

Citizenship

This provides learners’ the opportunity to recognize the principles and actions of citizens that impact society



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners provide relevant and dependable details to show how women’s groups were advocating to make changes to specific historical conditions.

Moving Forward

As learners begin to organize and compare the information found in this learning experience, teachers can provide the opportunity for learners to identify relationships between other groups, different methods of advocacy these groups selected, and their abilities to change the societal conditions of their time. In this way, the introductory investigation of suffragettes can scaffold towards investigating how change was created in Maritime communities.

Outcome: Learners will evaluate the impacts of World War I on the Maritimes.

Rationale

World War I is significant for many reasons - not least the sacrifices and bravery that were displayed by so many Canadians on the home and fighting fronts. Therefore, the tremendous contributions of people in the Maritimes and their impact on the Maritimes should also be noted. With this outcome learners will explore the impact and outcomes of the war and as well as how this conflict shaped and changed the history of the Maritimes and its people.

Competencies

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

Indicators

- Investigate how various communities responded to World War I (CZ, COM, CT, TF)
- Analyse the ways economic factors impacted people in the Maritimes during World War I (CZ, COM, CT, TF)
- Investigate why some Canadian contributions to World War I have not been acknowledged (CZ, COM, CT, TF)
- Formulate a response to acknowledge the contributions of people in the Maritimes to World War I (CZ, COM, CT, TF)

Concepts (and Guiding Questions)

Impact on Communities

- How were communities impacted by World War I?
- How does the issue of conscription create conflicts?
- How did conscription affect women?
- How did the Halifax Explosion impact various communities?
- How did the choice to serve in World War I impact Mi'kmaw peoples in Canada during and after the war?

Economic Factors Impacting the Maritimes

- How did the war change the Canadian economy?
- How were the roles and status of women changed as a result of the shifting economy?

Recognition of Contributions

- Why weren't some contributions to World War I acknowledged?
- Why is it important to recognize the service of the No. 2 Construction Battalion?
- What should be done about contributions that were not acknowledged?

Remembrance

- Why is it important to remember all those who served in World War I?
- How can we acknowledge the sacrifices of World War I?

Skills

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

	Grade 7	Grade 8
	Learners evaluate the impacts of World War I on the Maritimes.	Learners will evaluate the impact of World War II on a changing Canadian society.

Teachers should note that grade 7 is learners' first introduction to global conflict as part of their Social Studies curriculum. While learners will need to be provided with context for World War I as a global conflict, the focus of the learning should be on the impact of the war on the various communities of the Maritimes.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *investigate why some Canadian contributions to WW1 have not been acknowledged in order to formulate a response to acknowledge the contributions of Maritimers to WW1.*

Indicators

- Investigate how various communities responded to World War I (CZ, COM, CT, TF)
- Analyse the ways economic factors impacted people in the Maritimes during World War I (CZ, COM, CT, TF)
- Investigate why some Canadian contributions to World War I have not been acknowledged (CZ, COM, CT, TF)
- **Formulate a response to acknowledge the contributions of people in the Maritimes to World War I (CZ, COM, CT, TF)**

Overview:

This learning experience is designed to bring together learning from the previous three indicators in order to formulate a response to acknowledge the contributions of people of the Maritimes to World War I. It is an opportunity for learners to highlight the impact of World War I on a variety of Maritime communities and contexts. Responses should be driven by learners' interests in terms of both content and communication form.

Evidence of Learning for the indicator

Formulate a response to acknowledge the contributions of people in the Maritimes to World War I

Evidence of learning can be gathered through conversations where learners prioritize and refine ways to acknowledge contributions to World War I. Further evidence can be collected as learners evaluate choices for their response.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of Learning Experience for the indicator:

Formulate a response to acknowledge the contributions of people in the Maritimes to World War I

Potential Guiding Question

- How can we acknowledge the sacrifices of World War I?
- What should be done about contributions that were not acknowledged?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Based on learning related to the previous three indicators, the teacher should facilitate a class discussion about why it is important to remember all those who served in World War I. Learners should note that service includes work that was done by Maritimers both overseas and at home to support Canada's war effort. As part of the discussion, learners can identify contributions that they feel should be acknowledged from their prior learning.



Essential Graduation Competencies

Citizenship

This gives learners the opportunity to recognize the complexity and interconnectedness of factors in analyzing an issue.



Evidence of Learning (observation)

Evidence of learning can be gathered as learners **communicate** reasons for why it is important to remember contributions, individuals and groups who deserve recognition.

In small groups, learners can brainstorm ideas for how they would like to acknowledge the contributions of Maritimers to World War I. It is important that learners are able to be responsive to their own interests in identifying both methods of acknowledgement and types of contributions. After brainstorming, group members should come to a consensus about which ideas they would like to prioritize.



Essential Graduation Competencies

Communication

This gives learners the opportunity to engage in constructive and critical dialogue.



Evidence of Learning (Observations)

As learners **brainstorm** in small groups, the teacher can provide feedback to support them in combining and building on each other's suggestions.



Evidence of Learning (Conversations)

Learners communicate to each other and the teacher their process for **choosing** and **prioritizing** their ideas for acknowledging service.

Learners can then explore various ways in which contributions have been acknowledged in the past and consider how those methods are appropriate and effective. Learners can use their findings to refine their own ideas for acknowledgement. For example, learners seeking to acknowledge the service of African Nova Scotians would want to consider how first voice and heritage knowledge has been included in past acknowledgements in order to inform their own choices.



Essential Graduation Competencies

Citizenship

This gives learners the opportunity to analyse possible consequences of decisions, judgements and solutions to problems.



Evidence of Learning (Observations)

Learners, with the guidance of the teacher, co-construct criteria for effective forms of acknowledgement. Teachers can provide feedback on how to apply the criteria to **evaluate** the methods they have selected.

In their groups, learners can apply what they have learned to refine their own ideas for their response. Learners can communicate their ideas as a planning document, a digital poster, a Google slides presentation etc.



Essential Graduation Competencies

Technological Fluency

This gives learners the opportunity to use technology in a responsible manner to create and represent new knowledge.



Evidence of Learning (conversations)

Evidence of learning can be gathered as learners **communicate** their groups' ideas. Using the

co-constructed criteria, classmates provide feedback on each group's proposed ideas.

Moving Forward:

- How does acknowledging contributions help me evaluate the impact of WW1?

Outcome: Learners will create responses to opportunities and challenges in present-day Maritime communities.

Rationale

Challenges present us with opportunities to continue to shape and change the Maritimes. This outcome considers how factors such as demographics, changing industry and our shared environment, shape the communities of the Maritimes. Learners should understand that the Maritimes has always been an evolving place faced with new opportunities and challenges. The use of data from demographics and geographic sources may help inform the learner of the issues more concretely. Considering factors that are shaping the Maritimes today will put learners at the center of the learning as they inquire, and problem solve.

Competencies

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

Indicators

- Investigate how changing demographics create opportunities and challenges in Maritime communities (CZ, COM, CT, CI, PCD, TF)
- Analyse opportunities and challenges in sectors of industry in the Maritimes (CZ, COM, CT, PCD, TF)
- Evaluate the impact humans have on environmental sustainability in local ecosystems (CZ, COM, CT, TF)
- Formulate responses to opportunities and challenges in Maritime communities (CZ, COM, CT, CI, PCD, TF)

Concepts (and Guiding Questions)

Changing Demographics

- How can changes in demographics create opportunities and challenges?
- How are changing demographics impacting African Nova Scotian communities?
- How are changing demographics impacting Mi'kmaw and non-Mi'kmaw communities differently?

Economic Innovation and Opportunities

- How are economic opportunities created?
- How can education contribute to my opportunities?
- How can I learn about opportunities for myself in the Maritimes?
- How does innovation support industry?

Environmental Sustainability and Netukulimk in Local Ecosystems

- How does the Mi'kmaw teaching of Netukulimk influence the way people interact with the land?
- What can I learn from the Mi'kmaw concept of Netukulimk to help support environmental sustainability?
- How can a community contribute to environmental sustainability in the Maritimes?
- How are environmental issues in our oceans impacting the Maritimes?
- What is my responsibility to help the ecosystem?

Responding to Opportunities and Challenges

- How can I identify opportunities and challenges in my community?
- How can I determine an appropriate response to opportunities and challenges?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 6	Grade 7	Grade 8
Learners compared sustainability practices between Canada and a selected country.	Learners create responses to opportunities and challenges in present day Maritime communities.	Learners will formulate responses to change in Canadian society.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *evaluate the impact humans have on environmental sustainability in local ecosystems by analysing opportunities and challenges in sectors of industry in the Maritimes*.

Indicators

- Investigate how changing demographics create opportunities and challenges in Maritime communities (CZ, COM, CT, CI, PCD, TF)
- Analyse opportunities and challenges in sectors of industry in the Maritimes (CZ, COM, CT, PCD, TF)
- **Evaluate the impact humans have on environmental sustainability in local ecosystems (CZ, COM, CT, TF)**
- Formulate responses to opportunities and challenges in Maritime communities (CZ, COM, CT, CI, PCD, TF)

Overview:

Before beginning this learning experience, learners would benefit from *investigating how changing demographics create opportunities and challenges in the Maritimes* as a lead up to evaluating the impact of environmental sustainability practices. These could include: conservation strategies, sustainable harvest strategies, strategies to reduce the production and use of harmful emissions, and recycling programs. These inquiries could be tied to concepts learners are familiar with in relation to changing demographics or opportunities and challenges for sectors of industry in the Maritimes.

Evidence of Learning for the indicator:

Evaluate the impact humans have on environmental sustainability in local ecosystem.

Evidence of learning can be gathered by discussing **alternative solutions** to environmental sustainability. Further evidence can be gathered as learners use the teachings of Netukulimk to **justify** their proposal.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of Learning Experience for the indicator:

Evaluate the impact humans have on environmental sustainability in local ecosystem.

Potential Guiding Questions

- What can I learn from the Mi'kmaw concept of Netukulimk to help support environmental sustainability?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Teachers should introduce learners to the four core values of Netukulimk: respect, relationship, reciprocity and responsibility. Learners can work in small groups to communicate their understanding of the four core values. This can be done as an anchor chart, diagram, infographic or other kind of visual representation, a Google slide, etc. Learners can then connect each of the core values to one or more environmental sustainability practices.



Essential Graduation Competencies

Technological Fluency

This allows learners to implement technology effectively as appropriate to the learning experience.



Evidence of Learning (observations)

The teacher can gather evidence as learners discuss the four core values and connect each of values to an environmental sustainability practice. Learners should be able to **justify** their choices.

In partners or small groups, learners can use a case study to explore how the core values of Netukulimk are being used by the Mi'kmaq to support environmental sustainability in Mi'kma'ki. Examples could include moose management or forestry management in Unama'ki (Cape Breton). Learners should discuss how the core values used in their case study are helping to promote environmental sustainability practices.



Essential Graduation Competencies

Communication

This gives learners the opportunity to listen and interact purposefully and respectfully in formal and informal contexts.



Evidence of Learning (Product)

In partners or small groups, learners can present their case study to the class and **communicate** how they see Netukulimk at work in their example.

In small groups, learners can then be given another case study to consider where development plans could impact local environmental sustainability. The case studies can be current examples or can be scenarios created by the teacher or other classmates. It is important that the teacher is responsive to the needs of the learners and the community when helping learners identify appropriate case studies. Learners should identify various stakeholders and their perspectives in relation to the case study and potential problems the case study presents regarding environmental sustainability.



Essential Graduation Competencies

Citizenship

This gives learners the opportunity to develop skills and practices that promote environmental sustainability.



Evidence of Learning (conversations)

Evidence of learning can be gathered as learners **communicate** the **perspectives of various** stakeholders and **potential solutions** to the chosen case studies.

Learners can then create a proposal to explain how the teachings of Netukulimk should be used to guide sustainability practices in their chosen case study. In their proposals, learners should again consider the various stakeholders' perspectives and solutions and explain how Netukulimk could provide alternative solutions that would promote environmental sustainability in local ecosystems.



Essential Graduation Competencies

Critical Thinking

This gives learners the opportunity to communicate ideas, conclusions, decisions and solutions appropriate to audience and purpose.



Evidence of Learning (Product)

Learners **communicate** how Netukulimk can support environmental sustainability practices in their chosen case study. As part of their communication, evidence of learning can be gathered as learners **justify** their decision in relation to various **perspectives**.

Moving Forward:

This learning experience can be used to support interdisciplinary projects with Science 7 and Technology Education 7 which also explore the teaching of Netukulimk. This learning experience supports learners as they learn to create responses to opportunities and challenges in Maritime communities by providing learners experience with developing ideas and communicating a representation for a process.