Social Studies 8

Renewed Curriculum Guide

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NOUVELLE-ÉCOSSE

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Background
Social Studies 8 - A Changing Canadian Society

Young people often don't understand why they need to study the past. By understanding the 'why' and 'how' of past events, learners will recognize the importance of understanding the past to act responsibly for the present and future. **Learners will engage with the history of Canada from 1920 to the present and consider advocacy in relation to the history of Canada.**

Social Studies helps learners to consider perspectives, think critically, and enables them to participate in society as well-informed, engaged citizens. This course will focus on the disciplines of Civics, Economics, Geography, and History to engage learners in understanding their place in the world. Learners should use evidence-based reasoning to support their questions and claims throughout the course.

An inquiry-based approach will take learners beyond the facts and figures of the time to a deeper understanding of our changing Canadian society. There are many perspectives, voices, and events to consider. As learners engage with the history of Canadian society, they make connections to their own experiences and consider how they can advocate for change. The diversity of experiences and perspectives highlights potential progress and change.

Key Social Studies Skills in Grade 8

- 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 Atlantic Canada. 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 are topics are based in 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

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.

Outcome: Learners will analyse particle theory in relation environments

Environmental Action

Rationale

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

Particle theory is essential to understanding how substances in the enviro 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.

Competencies

These are the competencies that relate to this outcome.

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

Indicators

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.

- Investigate pure substances and mixtures in relation to particle th
- 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 pro
- Analyse the health of a local waterway(CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (

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 so
- How does the particle theory of matter relate to the dissolution o

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.	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. concept of pollution and an understanding of particle theory will support scientific knowledge that underpins the concept of pollution. An understand learners make decisions about what is safe or harmful for the environment.

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

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.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning. exploration of skills and concepts for this outcome can be done in any or 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 t solubility and/or concentration. Depending on where learners are in th may provide questions in the form of a design challenge: How do you dis 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 information about factors that affect solubility and concentration. Furth through conversations about the validity and reliability of the data lear

> 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 indica

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 r...
and

> 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 p... 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...

> 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 20th and 21st century Indigenous experiences in Canada

Rationale

Learners will understand the impacts of the denial of Treaty Rights on the Indigenous People of Canada, including aspects of national policy such as the Indian Act and residential schooling. Learners should grow in their understanding of the history of Indigenous peoples in Canada. They will investigate the disintegrating recognition of Treaty Rights by non-Indigenous peoples, understanding the intent of decisions and their impacts, as well as the responses of the Indigenous peoples.

Competencies

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

Indicators

- Investigate diversity within Indigenous communities in Canada (CZ, COM, CT)
- Investigate the purpose and intent of assimilation on Indigenous cultures in Canada (CZ, COM, CT, TF)
- Reflect on the impacts of residential schools on Indigenous peoples of Canada (CZ, COM, CT)
- Analyse how Indigenous peoples have advocated for their Rights in Canada (CZ, COM, CT, TF)

Concepts (and Guiding Questions)

Diversity within Indigenous communities

- In what ways are Indigenous populations diverse across Canada?
- Why is it important to understand the diversity of Indigenous peoples in Canada?

Assimilation

- Why did the government pursue a policy of assimilation through the Indian Act?
- What were the moral and ethical issues of assimilation?
- How have Indigenous communities or individuals advocated for their rights?
- How did assimilation impact Indigenous communities?
- What were the social consequences of reserves for First Nations communities?

Impact of Residential Schools

- What were the intentions behind the construction of the residential school system?
- How have residential schools impacted and continue to impact Indigenous peoples and communities?

Indigenous Advocacy

- How have Indigenous peoples advocated for their rights?
- How did recognition of treaty rights under the 1982 constitution impact Indigenous advocacy?
- How has the Truth and Reconciliation Commission of Canada impacted Indigenous advocacy?

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.

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

While many Indigenous peoples have shared values across cultures like interconnectiveness with the land, and shared experiences like working to protect their identities, practices and cultures despite pieces of federal legislation like the Indian Act, it is important for learners to understand that language, cultural practices, histories and treaty rights are unique to Nations and regions. As learners progress toward reflecting on Indigenous experiences in Canada, it is essential that they are able to recognize both the commonalities and unique experiences of Indigenous peoples historically and today.

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 how Indigenous peoples have advocated for their rights* while they are *investigating diversity within Indigenous communities in Canada*

Indicators
- Investigate diversity within Indigenous communities in Canada
- Investigate the purpose and intent of assimilation on Indigenous cultures in Canada
- Reflect on the impacts of residential schools on Indigenous peoples of Canada
- ***Analyse how Indigenous peoples have advocated for their Rights in Canada***

Overview
Indigenous peoples are the original inhabitants of Turtle Island. Treaties between Indigenous peoples and settlers were meant to benefit both parties, but Indigenous peoples have had to advocate for their treaty rights historically and today. The work of Indigeeous advocates has been vital to ensuring that treaty rights are recognized and protected in Canada. Further, the federal Indian Act defines Indian Status in Canada, and First Nations peoples are the only group in Canada subject to the terms of such legislation, which has been in effect across Canada since 1876. The indicator gives learners the opportunity to recognize the rights of Indigenous peoples, particularly in relation to treaties and to be able to draw connections between various forms of advocacy and the recognition of Indigenous rights.

Evidence of Learning for the Indicator
Analyse how Indigenous peoples have advocated for their rights in Canada.

Evidence of learning can be collected as learners gather and select information in relation to various forms of Indigenous advocacy. When gathering evidence of learners' abilities to determine accuracy, validity, and relevance of information and identify perspectives, it is important that the evidence gathered is in relation to the ways that Indigenous peoples have advocated for their rights.

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 Indicator
Analyse how Indigenous peoples have advocated for their rights in Canada.

Potential Guiding Question
- How have Indigenous peoples advocated for their rights?

> *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.*

Introduction
The teacher should begin by introducing the Idle No More movement that began in response to Bill C-45, which sought to curtail Indigenous rights, especially with regard to environmental protections and land. The movement grew from a social media campaign to include other forms of advocacy to raise awareness about Indigenous rights and environmental issues including rallies, round dances in public spaces and teach-ins.

As a class, learners should choose an environmental issue that will be the focus of their own teach-in. Learners will gather and select information about teach-ins as a form of advocacy, beginning with the work done by Idle No More. Once learners have developed an understanding of teach-ins, they will gather and select information on other methods of advocacy Indigenous people have used to address their chosen environmental issue.

Depending on where learners are in their skill development, the teacher can model strategies for gathering information, provide sources, or ask groups to identify sources. It will be important to co-construct criteria relating to gathering sources of information on this topic.

Essential Graduation Competencies

Communication
This provides learners an opportunity to analyse the impact of information communication technology in relation to social justice and social equity issues.

Evidence of Learning (Observation)

Evidence of Learning can be gathered as learners **gather and select information** based on constructed criteria about teach-ins and other forms of Indigenous advocacy in relation to their chosen environmental issue.

Once learners have gathered and selected information, they are going to design their own teach-in raising awareness about Indigenous advocacy in relation to their chosen environmental issue. Small groups can each be responsible for developing one aspect of the teach-in. This could include presenting information, showing a video, or designing a small activity. It is important that learners' interests are used to guide the development of the teach-in. Using Idle No More's teach-ins as a reference, small groups can gather and select information about Indigenous advocacy in relation to the chosen environmental issue in relation to their aspect of the teach-in.

It is important for teachers to note here that the focus for learners should be on determining the accuracy, validity and relevance of the information they are selecting, in relation to Indigenous advocacy around an environmental issue. Depending on where learners are in their skill development, the teacher may have to model strategies for determining accuracy, validity and relevance for different source material such as websites, videos and statistics before learners move towards independence.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to work independently, cooperatively and collaboratively in problem-solving

Evidence of Learning (Observation)

Through conversations, evidence of learning can be collected as learners determine **accurate, valid and relevant information** in relation to their chosen issue and criteria.

Once learners have gathered and selected information, with guidance from the teacher, they can consider the perspectives that need to be represented as part of the teach-in. This would include Indigenous advocates' perspectives, those of people being affected locally or nationally, environmentalists' perspectives and other relevant perspectives. It is important wherever possible that learners are representing perspective through first voice, which may include video clips or news stories, first-person interviews or materials written from first voice. Learners will also need to consider how perspectives can be included in a way that values the lived experiences of the included voices.

Essential Graduation Competencies

Citizenship
This provides learners an opportunity to engage in civic activities that support social and cultural diversity and cohesion.

Evidence of Learning (Observation)

Through conversations, evidence of learning can be collected as learners **identify various perspectives** in relation to the chosen issue. This may be expressed in how individual perspectives are included in the information for the teach-in.

As a class, learners can hold the teach-in they have designed. Depending on where they are in their skill development, participants can be limited to the class, or learners may choose to invite other classes or members of the community. Each group should lead their part of the teach-in, in collaboration with the other groups.

Essential Graduation Competencies

Technological Fluency
This provides learners an opportunity to implement technology effectively as appropriate to the learning experience.

Evidence of Learning (Observation)

Evidence of learning can be collected as learners **communicate the findings** of their groups in relation to the chosen issue and in a format appropriate to the teach-in.

Moving Forward

This learning experience will support learners as they continue to learn how to reflect on 20th and 21st century Indigenous experiences in Canada. As learners continue to learn how to reflect on Indigenous experiences, it is important that the emphasis of learning is on the experiences and responses of Indigenous communities. The sample learning experience offered here provides context for both forms of Indigenous advocacy and environmental issues impacting Indigenous communities to support learners progress with their skill development and conceptual exploration. This is an opportunity for learners to develop skills and concepts that can be beneficial to support another outcome within this course: *Learners will plan an advocacy action in response to an issue*. In exploring this learning experience, learners will have more exposure to a variety of types of advocacy action which will be helpful as they learn how to plan their own responses.

Outcome: Learners will evaluate the impact of equity and inequity in a changing Canadian society.

Rationale

Canadian society and its identity are varied, as all Canadians have not experienced Canada in the same way. In this outcome, learners engage in understanding how various factors, perspectives, and experiences may have shaped different understandings of the nation. Society may not be equal for all and not all perspectives have been equally represented. Learners will consider the perspectives of Canadians who have not had their voices heard and their needs met in Canadian society at large. Exploring through first voice and primary sources allows learners to develop an informed understanding of the experiences of those who had struggled for equity and equality.

Competencies

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

Indicators

- **Analyse** factors that influence equity and inequity (CZ, COM, CT, TF)
- **Investigate** experiences of inequity and resistance from various perspectives (CZ, COM, CT)
- **Investigate** how first voice can lead to an informed understanding of equity and inequity. (CZ, COM, CT)
- **Evaluate** how social justice movements have contributed to social change in Canada. (CZ, COM, CT)

Concepts (and Guiding Questions)

Factors that Influence Equity and Inequity
- Why do we need to identify issues of equity and inequity?
- Why do some groups experience inequity and inequality more than others?
- How does society disrupt patterns of inequity and inequality?
- What factors of inequity and inequality exist in my own community, province, country?

Resistance to Experiences of Inequity
- Why is it important to consider the perspectives and experiences of others?
- What can you learn from understanding the experiences of others?
- How does an informed understanding lead to the resistance of inequities?

Impact of First Voice
- How do we develop empathy and understanding for the experiences of others?
- Why is it important to consider first voice when investigating issues of equity and inequity?

Impact of Social Justice Movements
- How can we contribute to a just society?
- How can social justice movements help create a more equitable society?
- How can you determine the impact of social justice movements?

Skills

Evaluate

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

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 7	Grade 8	Grade 9
Learners created responses to changing societal conditions in Atlantic Canada.	Learners evaluate the impact of equity and inequity in a changing Canadian society.	Learners will evaluate evolving concepts and attributes of citizenship as members of different kinds of communities.

As learners begin to evaluate the impact of equity and inequity in a changing Canadian society, it is important that they recognize the on-going efforts of groups and individuals to address inequities in Canadian society. Beginning with first voice is essential where learners are exploring concepts related to historical and present-day inequities affecting various groups in Canada.

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 factors that influence equity and inequity* while *Investigating how first voice can lead to an informed understanding of equity and inequity.*

Indicators
- ***Analyse factors that influence equity and inequity***

- Investigate experiences of inequity and resistance from various perspectives
- Investigate how first voice can lead to an informed understanding of equity and inequity.
- Evaluate how social justice movements have contributed to social change in Canada.

Overview

If learners have not been introduced to concepts of equality, equity, and inequity before, it is important that teachers clearly define these ideas with learners before beginning this learning experience. There are many examples of Canadians who have worked to try to ensure equity for all. This learning experience is designed around the gender pay gap in Canada, but teachers should be responsive to learners' interests and needs when choosing issues to examine in relation to this concept.

Evidence of Learning for the indicator

Analyse factors that influence equity and inequity

Evidence of learning can be collected as learners gather and select appropriate information on the factors that influence equity and inequity. When determining accuracy, validity and relevance of information, it is important that the evidence gathered reflects learners' abilities to connect their findings to the factors that influence equity and inequity in Canadian society. Teachers should assess learners' abilities to identify perspectives and communicate findings in a way that is culturally responsive.

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 factors that influence equity and inequity

Potential Guiding Questions
- Why do we need to identify issues of equity and inequity?
- Why do some groups experience inequity and inequality more than others?
- How does society disrupt patterns in inequity and inequality?

> *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 introduce factors that influence equity and inequity in Canadian society using the gender pay gap. Before gathering and selecting information, as a class, learners can pose questions or thoughts about the gender pay gap. This is an opportunity for the teacher to observe prior knowledge, identify misconceptions, highlight specific interests to help guide their planning.

Questions might include:
- Why do we need to identify issues of equity and inequity?
- Why do some groups experience inequity and inequality more than others?
- Why is there a gender pay gap?
- How do we know it exists?
- Has there always been a gender pay gap in Canada?
- What factors besides gender might be influencing inequity in this situation?
- What is being done to close the gap?

Essential Graduation Competencies

Citizenship
This provides learners an opportunity to examine issues surrounding human rights and equality.

In small groups, learners can choose a question to guide their analysis and begin to gather and select information related to their questions. Depending on where learners are in their skill development, the teacher may need to model strategies for gathering and selecting appropriate information. This may include how to find reliable sources and also how to select information that relates to their chosen question from these sources. The teacher may model with the class the gathering and selecting of information related to one question, and then having each group select a source in relation to a question before groups begin working towards independence.

Evidence of Learning (Observation)

*Teachers can observe how learners **gather and select appropriate information** that is reliable and relates to their chosen question and criteria.*

Once learners have gathered and selected their information, they should apply strategies to determine the accuracy, validity and relevance of the information gathered. Using examples such as text, tables, and infographics from sources like Statistics Canada, the teacher can model strategies for determining the accuracy, validity and relevance of information. This can include mini lessons on cross-checking, considering the origins of the source, and considering the information in relation to the question posed.

In groups, learners can then apply the strategies from the mini lessons to the information they have gathered to determine what factors influence the gender pay gap.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to formulate decisions based on evidence.

Evidence of Learning (Conversation)

Evidence of learning can be collected through conversations with learners as they **determine the accuracy, validity and relevance of the information** they have selected.

Based on the information collected and factors they have identified, each group can then hold a discussion proposing ideas to close the gap and identify the impact these ideas would have on various people. Wherever possible, this should include the perspectives of women and employers who are working to close the pay gap from the information that learners have found.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to synthesize information from relevant and reliable sources.

Evidence of Learning (observations/conversations)

Evidence of learning can be collected through observations and conversations as learners **identify various perspectives** on how to close the gender pay gap in relation to the factors they have identified.

Groups can communicate their findings individually, in small groups, or as a class. Communication forms should be responsive to learners' interests and appropriate to the concept being explored.

Essential Graduation Competencies

Communication
This provides learners an opportunity to engage in constructive and critical dialogue.

Evidence of Learning (conversations/products)

Evidence of learning can be collected as learners **communicate their findings** in relation to the factors they have identified.

Moving Forward

This learning experience will provide an opportunity to scaffold learning as learners begin to investigate experiences of inequity and resistance from various perspectives.

Rationale

The 20th and 21st centuries in Canada were a time of significant change. These changes include the rapid growth of technology, a developing understanding of the environment, and changing aspects of the Canadian economy. Today, changes continue to occur, and learners can develop an appreciation of where they fit and how they can practically relate to these changes. Learners will investigate how these changes impact their own lives and communities to become aware of how to use this knowledge to solve problems.

Competencies

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

Indicators

- Analyse how technological advances contribute to a changing Canadian society
  (CZ, COM, CT, CI, TF)
- Analyse how environmental factors contribute to a changing Canadian society
  (CZ, COM, CT, TF)
- Question how societal factors contribute to a changing Canadian society
  (CZ, COM, CT, TF)
- Investigate the role of innovation and entrepreneurship in the Canadian economy
  (CZ, COM, PCD, CT, CI, TF)

Concepts (and Guiding Questions)

Technological Advances

- How can an event, idea or issue become a catalyst for technological change?
- How is changing technology impacting my life?
- How do technological advances provide opportunities for me?
- How have technological changes impacted Canadian society?

Environmental Factors and Netukulimk

- How can I make decisions to help sustain and improve the environment?
- What is my responsibility to the environment?
- How can the Mi'kmaw teaching of Netukulimk inform my decisions to support environmental sustainability?
- How can we apply the MI'kmaw teaching of Netukulimk when considering current environmental issues?

Societal Factors

- How are the urban and rural environments changing Canadian society?

- How does the labour market impact Canada?
- How does immigration impact Canada?
- How have social and cultural trends advanced Canadian society?

Innovation and Entrepreneurship in the economy
- What skills can support entrepreneurship?
- How do newcomers to Canada support the economy through entrepreneurship?
- Why is innovation important in our economy?

Skills

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

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

Question
Independently and collaboratively 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.

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

Grade 7	Grade 8	Grade9
Learners created responses to opportunities and challenges in present-day Maritime communities.	Learners formulate responses to change in Canadian society.	Learners will evaluate strategies to meaningfully engage as citizens within a democratic process.

In Social Studies 7, learners reflected on historical opportunities and challenges in the Maritimes and created a response to present-day opportunities and challenges. As learners work towards formulating responses to change in Canadian society, they should consider the ways change can present both opportunities and challenges that need to be overcome.

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 societal factors contribute to a changing Canadian society* before *learning how to investigate the role of innovation and entrepreneurship in the Canadian economy.*

Indicators
- Analyse how technological advances contribute to a changing Canadian society
- Analyse how environmental factors contribute to a changing Canadian society
- ***Question how societal factors contribute to a changing Canadian society***
- Investigate the role of innovation and entrepreneurship in the Canadian economy

Overview

The following learning experience is designed to help learners recognize the value of immigration in relation to challenges Canadian society is facing such as: an aging population, declining birth rate and a growing job market. In this example, learners explore questioning in context. This is both learning how to generate questions and also explore the complexities of questioning a concept or experience in order to gain knowledge.

As learners begin to generate questions in response to increasingly complex issues, it is essential that they use valid information to scaffold the refinement of their questioning. This is demonstrated in the learning experience by connecting opportunities for learners to question with information from sources like Statistics Canada.

Evidence of Learning for the indicator:
Question how societal factors contribute to a changing Canadian society

For this indicator, evidence of learning can be collected as learners independently and collaboratively generate questions in response to how societal factors contribute to a changing Canadian society. Further evidence can be gathered as learners choose and develop a specific inquiry question to investigate.

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 societal factors contribute to a changing Canadian society

Potential Guiding Questions
- How does the labour market impact Canada?
- How does immigration impact Canada?

It is important for teachers to note that the focus of these guiding questions is for learners to consider the ways in which Canada's labour market benefits from immigration.

The teacher can present learners with evidence of changes to Canadian society that are impacted by immigration, in order to support them in generating questions. To begin, the teacher can show an image of a Canadian celebrating their 100th birthday along with a statement such as: For the first time ever, there are more than 10,000 Canadians who are 100 years old (Stats Can, 2019).

The purpose here is to offer an example, context, or situation with which to generate questions. The teacher can model thinking aloud questions that this information might generate such as:
- How will we care for our elders?
- What are the benefits to this achievement?
- How could this impact our healthcare system?
- Why is this the first time?

The teacher can then present a second image such as a new baby with a statement such as: Many women in Canada today are having fewer children. Our population is declining because of this lower birth rate (Stats Can, 2019). The teacher can then guide learners as a class to begin generating questions such as:

- How will this impact our population?
- Why is this a trend?
- What are the benefits to this?
- How does this compare with other countries?
- How can we encourage newcomers to come to our communities and help them feel welcome in Canada?

The teacher can then present a third image of a help wanted sign with a statement about job growth like: by 2035, we will need about 350,000 people entering the job market every year to meet Canada's labor needs (Stats Can, 2019). Using the questions generated from the previous images, learners can work independently or in small groups to generate new questions like:

- How will these jobs be filled if the birth rate is declining?
- Will people start working for longer?
- What happens if there aren't enough people to fill those jobs?

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to ask critical and purposeful questions.

Citizenship
This provides learners an opportunity to recognize the complexity and interconnectedness of factors in analyzing issues.

Evidence of Learning (Observation)

Through observation, teachers can gather evidence of learning as **questions are generated** in relation to how societal factors are contributing to a changing Canadian society.

Once learners have generated questions, they can be shared with the class. The teacher can choose questions in order to demonstrate strategies for developing a specific question for inquiry. The teacher can support the learners in grouping their questions by theme and then combining revising closed questions can be into open questions.

For example, closed questions relating to employment like, "How many unfilled jobs are there in Canada?", and "How many people retired in Canada this year?" could be revised to ask, "How can the Canadian government make sure that there are enough people to fill all the jobs?"

In small groups or independently, and with guidance from the teacher, learners can then apply the strategies to a question of interest.

Essential Graduation Competencies

Communication
This provides learners an opportunity to engage in constructive and critical dialogue

Evidence of Learning (conversations)

Through conversation, teachers can collect evidence of how learners **choose and develop an inquiry question** related to how societal factors contribute to a changing Canadian society.

Moving Forward
The inquiry questions developed as part of this learning experience can be used as learners *investigate the role of innovation and entrepreneurship in the Canadian economy*.

Outcome: Learners will evaluate how various conflicts have impacted Canadian society.

Rationale

A nation is never static. There are always situations emerging that require us to work together to address conflict. At times in our shared history it has been necessary to show restitution for past wrongs. Out of our history has emerged the need for reconciliation. Although, in some cases issues may still be ongoing, it is important to understand that the nation has often been in conflict and that peace is not always experienced by all citizens in the same way. These conflicts have played a role in shaping, and continuing to shape, Canada today. A case study approach to exploring conflicts is encouraged.

Competencies

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

Indicators

- Analyse the origins of various conflicts in Canadian society (CZ, COM, CT, TF)
- Investigate the impacts of various conflicts on Canadian society (CZ, COM, CT, TF)
- Investigate the role and purpose of reconciliation in addressing conflict in Canada
- (CZ, COM, CT)
- Investigate the role of media and journalism in shaping understanding of conflict (CZ, COM, CT, TF)

Concepts (and Guiding Questions)

Origins of Conflicts in Canadian Society

- How do economic factors lead to conflict in Canadian society?
- How do political factors lead to conflict in Canadian society?
- How can differing perspectives lead to conflict in Canadian society?
- Why is it important to examine different perspectives when trying to understand the origins of conflicts?

Impacts of Conflicts on Canadian Society

- How has conflict been a catalyst for change in Canadian society?
- How have ideas, attitudes and beliefs about conflicts changed over time?
- How is our understanding of the impact of conflict shaped by perspective?
- Why is it important to consider alternative perspectives when examining the impact of conflict?

Role of Reconciliation
- How can Canadians redress past wrongs?
- How are government attempts at reconciliation working to address conflict in Canada?
- Why is it important to be truthful about past events?

Role of Media in Understanding Conflict
- What factors influence how conflicts are covered in the media?
- How do I determine what to believe and what to question further?
- How do we become aware of issues through journalism?
- How does the medium influence the way a message is perceived?
- How does who is telling the story impact the way conflict is presented?

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

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 7	Grade 8	Grade9
Learners evaluated the impacts of political changes in the Maritimes up to the early 20th century including investigating the controversy of Confederation in the Maritimes from multiple perspectives.	Learners will evaluate how various conflicts have impacted Canadian society.	Learners will evaluate how perceptions of current issues are influenced by various media, and how this shapes actions, choices, and reactions.

In Social Studies 7, learners also investigated how various communities responded to World War I, including how conscription created conflicts. It is important for learners to recognize that conflicts, like their resolutions, can take many forms.

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 role and purpose of reconciliation in addressing conflict in Canada* while *investigating the impacts of various conflicts on Canadian society.*

Overview

If learners are not familiar with the concept of reconciliation, it is important that the teacher establishes its meaning with the class before beginning this learning experience. This learning experience explores art as a vehicle for reconciliation in Canada. Learners can investigate how specific artworks are used by artists to raise awareness about past wrongs and work towards reconciliation. While this experience references visual arts, classes could use other forms of art like poetry, music or dance for their investigations.

Indicators

- Analyse the origins of various conflicts in Canadian society (CZ, COM, CT, TF)
- Investigate the impacts of various conflicts on Canadian society (CZ, COM, CT, TF)
- **Investigate the role and purpose of reconciliation in addressing conflict in Canada (CZ, COM, CT)**
- Investigate the role of media and journalism in shaping understanding of conflict (CZ, COM, CT, TF)

Evidence of Learning for the indicator:

Investigate the role and purpose of reconciliation in addressing conflict in Canada

For this indicator, evidence of learning can be gathered as learners ask and revise questions in relation to the role and purpose of reconciliation in addressing conflict in Canada. As learners develop their inquiries, evidence of learning can be collected as they gather relevant and dependable details and organize their information in relation to the question posed. Further evidence can be found as learners recognize represented perspectives and then communicate their findings in ways that are responsive to the concept and the learners.

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 role and purpose of reconciliation in addressing conflict in Canada

Potential Guiding Questions:

- How can Canadians redress past wrongs?
- Why is it important to be truthful about past events?

*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 could begin by presenting learners with a museum walk. Images of different artworks created to raise awareness about past wrongs and work towards reconciliation can be placed around the room. Possible examples could include: the Reconciliation mural in downtown Sydney, Cape Breton by Loretta Goulde and Peter Steele, the Wheel of Conscience at Pier 21 by Daniel Libeskind, vamps created for Walking With Our Sisters that toured Canada, and rainbow crosswalks across Canada.

In small groups, learners can be given time to examine each form of art in order to make observations and generate questions about the pieces. The questions should be recorded in some way and left with the artwork as other learners explore the art. Once groups have had time to complete their museum walk, they can each choose one piece of artwork to investigate. The teacher can share the questions that were posed about the artworks by the class and then model strategies to select and revise questions to guide further research into the issue of reconciliation being addressed through the artwork. Groups can then consider their own lists of questions and use the strategies modeled by the teacher to select and revise questions.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to analyse information and evidence, suspending judgement and accepting ambiguity

Evidence of Learning (observations)

Teachers can observe learners as they **ask and revise questions** in response to the artworks and criteria.

The teacher can provide sources about the artwork and messages they represent. Depending on where learners are in their skill development, they may benefit from an opportunity to find a source. Sources can include information on the artworks themselves and the issues being addressed by the artwork. The teacher may wish to use one of the artworks and sources to model strategies to help learners locate several relevant and dependable details that answer a previously generated question. Learners can then practice these strategies to locate relevant and dependable details in response to their inquiry questions.

Essential Graduation Competencies

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

Evidence of Learning (conversations)

Evidence of learning can be collected as learners discuss how they **locate relevant and dependable details** that support answers to the generated inquiry questions.

After details are collected, the teacher can model strategies to organize and compare these details. This could include a variety of graphic organizers, mind maps, etc., created with learners in the class. The organization of details can be used to determine where more information may be needed, to refine inquiry questions, to identify conflicting details, or to identify perspectives relating to the concept that have yet to be included. In groups, learners can then take the details they previously identified from the sources and organize them using one of the strategies.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to synthesize information from relevant and reliable sources

Evidence of Learning (observations)

Evidence of learning can be gathered through observation as learners **organize and compare details** in response to their inquiry questions.

When learners have organized their information, groups can curate the artworks they were investigating before sharing with the class. Learners should select a format that is responsive to their interests and artworks. Examples could include a gallery wall, a visual presentation, or a skit representing people talking about the artwork. In designing their method of communication, learners should include the relationships between the artwork and the issue being addressed. This should include the perspectives of people being impacted by this issue, and the intentions of the artist(s) or those commissioning the art.

Essential Graduation Competencies

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

Evidence of Learning (conversations)

Through conversation, evidence of learning can be collected about how learners **identify relationships and recognize represented perspectives** in relation to their chosen artworks.

Through the curation of the artwork, groups can use their chosen artworks as examples to communicate their findings about how the art was used to raise awareness about past wrongs and provide an opportunity for reconciliation. Learners could present to other members of the class or invite other classes or community members to their presentations.

Essential Graduation Competencies

Citizenship
This provides learners an opportunity to engage in civic activities that support social and cultural diversity and cohesion

Evidence of Learning (conversations)

Evidence of learning can be collected as learners **communicate their findings**.

Rationale

World War II has played a significant role in our history and the shaping of our society. It was a time of great upheaval in Canada and abroad and Canadians saw direct impacts on the home and fighting fronts. In many ways, the war became a catalyst for advances in human rights, but it is important for learners to consider that not all people benefited equally from changing ideas and attitudes. This is an opportunity to question if we exemplified in our own country the ideals we were fighting for. How did Canadian society reflect, evolve and go forward in the face of this global conflict?

Competencies

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

Indicators

- Investigate the role of Canada's material and human contributions during World War II (CZ, COM, CT)
- Analyse the impacts of World War II on various groups in Canada (CZ, COM, CT, TF)
- Question the impacts of the Holocaust on Canadian attitudes towards human rights (CZ, COM, CT)
- Analyse the impact of World War II on civil and human rights in Canada (CZ, COM, CT, TF)

Concepts (and Guiding Questions)

Human and material contributions to World War II

- What were the economic consequences for Canada of World War II?
- How did Canadians contribute to the war effort?

Impacts of World War II on Canadians

- How did women's roles and status in Canada change after World War II?
- How were other groups disempowered as a result of World War II?
- How did the choice to serve in World War II impact Indigenous peoples in Canada during and after the war?
- What roles did African Canadians play in World War II?
- How did attitudes and opportunities change regarding African Canadians serving in the military?

Impact of the Holocaust

- How did Canada's reaction to the Évian Conference (1938) reflect attitudes in Canada at the time?
- What were the circumstances surrounding the St. Louis (1939)?
- How did the Jewish community and its supporters resist the internment of Jewish refugees during the war?

- What impact did the Holocaust have on Canadian society?
- Why were changes to Canada's immigration laws in 1947 significant in shifting attitudes toward Jewish people?

Impact of WWII on Civil and Human Rights
- How do we care for our veterans?
- How did service in World War ll impact African Canadian veterans during and after the war?
- How have our views of internment, refugees and human rights changed as a result of World War II?
- What changes did the Canadian government make to promote civil rights after World War II?
- How did Canada work to promote human rights internationally as a result of World War II?
- How do we ensure a democratic society?

Skills

Evaluate
Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions or findings; 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.

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

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

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

It is important that the focus of the learning experiences related to this outcome focus on the impact of World War II on a changing Canadian society in order to support learners as they progress towards the outcome. While learners will need some introduction to World War II as a global conflict, the concepts being explored focus on the impacts of the war here in Canada.

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 role of Canada's material and human contributions during World War II* while they *analyse the impact of World War II on various groups.*

Indicators

- **Investigate the role of Canada's material and human contributions during World War II (CZ, COM, CT)**
- Analyse the impacts of World War II on various groups in Canada (CZ, COM, CT, TF)
- Question the impacts of the Holocaust on Canadian attitudes towards human rights (CZ, COM, CT)
- Analyse the impact of World War II on civil and human rights in Canada (CZ, COM, CT, TF)

Overview:

Before beginning this learning experience, it is important that teachers differentiate between "roles" as being jobs or tasks that women fulfilled and "status" as being the way women were viewed by Canadian society. It is also important for learners to note that not all women in Canada had the same opportunities during the war, and thus changes to roles or status was not experienced by all women. Teachers should also explain that World War II marked the first time in Canadian history that women could serve in the armed forces. This learning experience allows learners to investigate changing roles and status of Canadian women using a jigsaw activity.

Evidence of Learning for the indicator

Learners will investigate the role of Canada's material and human contributions during World War II.

Evidence of learning can be gathered through the asking and revision of questions in relation to the role of Canada's material and human contributions during World War II. Further evidence can be observed as learners gather relevant and dependable details, organize their findings and recognize represented perspectives in relation to an inquiry question.

The evidence found though 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 progress to inform next steps for teaching.

Description of Learning Experience for the indicator:

Learners will investigate the role of Canada's material and human contributions during World War II.

Potential Guiding Question

- How did women's roles and status in Canada change after World War II?

*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.*

In small groups, learners should be presented with visual sources from the late nineteenth and early twentieth centuries. Groups should be given historical photographs and propaganda posters, organized around themes relating to different roles women adopted during World War II. Some examples of themes could include women performing military roles as part of the Women's Royal Canadian Naval Service (Wrens) or Canadian Women's Army Corps (CWACS), women working in non-traditional fields like munitions factories and laboratories or women doing volunteer work and buying Victory Bonds to support the war effort.

Visuals of the time often omit the historical contexts of Indigenous women, African Canadian women, Japanese Canadian women and others, it will be important for teachers to guide learners to observe not only who is present in the visuals, but also who is largely absent.

Depending on where learners are in their skill development, the teacher can model strategies for using visuals as historical sources.

In their groups, learners can ask questions about the changing roles of women depicted in the visuals. These questions may include those that help to clarify the experiences of women prior to World War II to provide context for the information they are viewing. Groups can then choose and revise an inquiry question based on their visuals.

Essential Graduation Competencies

Citizenship
This provides learners an opportunity to examine issues surrounding human rights and equity.

Critical Thinking
This provides learners an opportunity to ask critical and purposeful questions.

Evidence of Learning (observation)

Learners **ask and revise questions** in relation to the impact of World War II on the roles and status of women.

Once learners have revised questions with the guidance of the teacher, they should locate several relevant and dependable details to support an answer to their inquiry question. Depending on where learners are in their skill development, teachers may provide sources, or model research strategies that learners can apply to identify relevant and dependable details.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to analyse and evaluate evidence, arguments, and ideas.

Groups may require support from their teacher in locating resources that speak to the histories of disempowered women at the time. Because the focus of the guiding question is on how women's role and status changed after World War II, it is important for learners to find information on the lasting impact of the changes they identify.

Evidence of Learning (conversations)

As learners **locate relevant and dependable details**, the teacher can provide feedback on how to use the information **to support the answer** to their inquiry question.

Next, the teacher can provide an opportunity for learners to collaborate with peers that are using a different inquiry question.

For example, the teacher could facilitate a jigsaw so that learners are sharing their groups' findings on the human contributions to World War II with other groups. Learners then organize and compare the details gathered from the other groups in order to provide insight into the larger context of the role and status of women during and after World War II.

Essential Graduation Competencies

Communication
This provides learners an opportunity to engage in constructive and critical dialogue.

The teacher may need to facilitate a discussion about strategies for organizing and comparing details (Venn diagrams, T-charts, etc.). Groups can then select a strategy to organize and compare the details they collected in the jigsaw.

Evidence of Learning (observations)

As they discuss in jigsaw and in their own groups, teachers observe how learners **organize and compare details**.

⌕ Evidence of Learning (conversations)

Learners provide one-another with feedback as they **organize and compare details** in jigsaw.

Learners can then communicate their understanding of the role and status of women during and after World War II as a visual representation (photo essay, gallery walk, presentation, video, etc.). The communication form can be chosen to best respond to the strengths and interests of the learners. They may need feedback in order to help identify relationships between what they have come to know through their inquiry and the visual representation they are sharing.

Essential Graduation Competencies

Communication
This provides learners an opportunity to express and respond to ideas, information, learnings, perceptions, and feelings appropriate to audience and purpose through multiple media forms.

⌕ Evidence of Learning (conversations)

Use a visual representation to **identify relationships** and **communicate their findings**.

Moving Forward:
Learners can build on this experience by investigating other material and human contributions during World War II, in order to work towards evaluating the impacts of World War II on a changing Canadian society.

- How can I investigate the role of material contributions to World War II?
- How do I know what types of contributions were impactful?

Outcome: Learners will plan an advocacy action in response to an issue.

Rationale

In this outcome, learners will begin to demonstrate their emerging understanding of advocacy. This is an opportunity for learners to address an issue that is of concern to them through appropriate advocacy action. In developing their understanding of the role of advocacy in response to issues of interest, learners can consider various forms of advocacy action and design an action in response to the issue. Examining examples of advocacy action in response to Canadian issues will be important in helping learners develop their understanding of the role advocacy can play in society.

Competencies

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

Indicators

- Investigate various forms of advocacy (CZ, COM, CT, CI, PCD, TF)
- Investigate the causes of a current issue in a community (CZ, COM, CT, CI, PCD, TF)
- Analyse how a current issue impacts a community (CZ, COM, CT, CI, PCD, TF)
- Evaluate the effectiveness of various forms of advocacy (CZ, COM, CI, CT)

Concepts (and Guiding Questions)

Forms of Advocacy

- How has advocacy action helped address issues in Canada?
- How do I determine issues that I want to respond to?
- How can I determine which form of advocacy is most appropriate in response to an issue?
- Why is it important to consider the perspectives of those impacted by the issue when considering which form of advocacy to take?

Causes of a Current Issue

- What are the issues in a selected community?
- How did this become an issue?
- How can considering different perspectives help me better understand the causes of the issue?

Impacts of a Current Issue

- How does the issue impact various groups?
- What is the impact of this issue over time?

Effectiveness of Advocacy

- How can we determine whether advocacy has been effective?
- What factors can be barriers to effective advocacy?
- What can advocates do to overcome those barriers?

Skills

Plan
Formulate — Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.
Devise a process to solve the problem. Execute the steps, modifying as necessary.

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 or findings; 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 7	Grade 8	Grade 9
Learners created responses to changing societal conditions in the Maritimes.	Learners will plan an advocacy action in response to an issue.	Learners will construct a collaboratively-designed service learning project with addresses a need in the school or larger community.

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 various forms of advocacy* while they are *evaluating the effectiveness of various forms of advocacy.*

Overview
This learning experience is designed to support learning how to *investigate various forms of advocacy* as the following question is considered:
- How can I determine the best form of advocacy action in response to an issue?

Teachers will need to provide opportunities for learners to consider a range of potential forms of advocacy and support learners in determining which factors should be considered when choosing a form of advocacy in relation to an issue. It is important for teachers to note that learners may be unfamiliar with strategies for including community perspectives into their investigations. Teachers can support learners by providing opportunities to include community voice in ways that are responsive to the needs of the learners and the communities in question.

Evidence of Learning for the indicator:

Investigate various forms of advocacy.

Evidence of learning can be gathered as learners ask and revise questions in relation to various forms of advocacy. Further evidence can be gathered as learners locate details to support their investigation into forms of advocacy, and to organize and compare these details. This learning experience is an opportunity for learners to identify relationships and recognize perspectives in relation to various forms of advocacy as they communicate their findings.

Teachers should note that the focus of this indicator is on forms of advocacy, and not on the associated causes.

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 various forms of advocacy.

Potential Guiding Questions
- How can I determine the best form of advocacy in response to an issue?

> *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 brainstorm forms of advocacy in Canada today. This could include forms of advocacy they see in their school, community, or across Canada. After learners have had the opportunity to share their ideas, the teacher can facilitate a discussion centered around a guiding question like:

- How can I determine the best form of advocacy in response to an issue?

Essential Graduation Competencies

Citizenship
This provides learners an opportunity to recognize the principles and actions of citizens

Depending on where learners are in their skill development, the teacher could model strategies for asking and revising questions. For example, a learner may ask, "When have advocates used social media to raise awareness?" The teacher can then model strategies to develop a more open question in relation to the indicator, revising this question into one such as "Why might it be appropriate or inappropriate to use social media to raise awareness about an issue?"

Learners can have an opportunity to ask and revise questions in relation to the advocacy action they have brainstormed.

that impact society.

Communication
This provides learners **an** opportunity to engage in constructive and critical dialogue.

Evidence of Learning (observations)

Teachers can observe learners as they **ask and revise questions** either as a class or in small groups.

In small groups, learners choose a form of advocacy from their initial brainstorm to consider. Learners can identify examples of when their chosen form of advocacy was used and locate relevant details in relation to the advocacy action.

- Who was involved in the advocacy action?
- What was the issue? Why was it important?
- How was the advocacy action intended to support the issue?
- Who was impacted? Who was left out?
- How was the advocacy communicated?
- What was the impact?
- How is this form of advocacy enacted?

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to analyse and evaluate evidence, arguments, and ideas.

Evidence of Learning (observations)

Evidence of learning can be gathered as learners locate **several relevant and dependable details** in relation to the specific form of advocacy.

Independently or in groups, learners can have an opportunity to identify relationships between the issue and the advocacy form. Some sample questions that the teacher can offer to facilitate this are:

- Why was this form of advocacy chosen as a response to this issue?
- How does this form of advocacy respond to the issue?
- Who was/is impacted by the issue?
- How were those impacted part of the advocacy action?
- How can a form of advocacy be used to convey information about an issue?
- How do I know the impact of an advocacy action?

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to reflect on personal ideas and opinions relative to the ideas and contributions of others.

For example, learners might identify that in their examples, advocates used social media appropriately and respectfully to raise awareness about issues or that advocates worked with the people they were hoping to support and experts in order to determine the most appropriate forms of advocacy.

Evidence of Learning (conversations)

Evidence of learning can be collected through conversations as learners **identify relationships** between their issue and advocacy form.

Using their findings, the teacher can facilitate a discussion about advocacy action in general in order to have the class co-construct an advocacy how-to guide. The purpose of this guide is to help people ensure that their chosen form of advocacy is a best fit in relation to a given issue.

Learners should include examples of individuals or groups who need to be included when choosing a form of advocacy.

Examples of communication forms could include an infographic, how-to manual, or how-to video.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to listen and interact purposefully and respectfully in formal and informal contexts.

Creativity and Innovation
This provides learners an opportunity to collaborate to create and innovate.

Evidence of Learning (conversations/observations/product)

Evidence of learning can be collected through the **communication of findings** about various forms of advocacy.

Moving Forward:

Learners can use the how-to guide they have developed as a tool to support the *evaluation of the effectiveness of various forms of advocacy*.