

# Social Studies 8

*Curriculum At a Glance*

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## 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.

## Outcome

### Learners will reflect on 20<sup>th</sup> and 21<sup>st</sup> 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 impacts of assimilation policies 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 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.

## 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)
- 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; 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.

## Outcome

### Learners will formulate responses to change in Canadian society.

## Rationale

The 20th and 21<sup>st</sup> 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.

## 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 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.





## Outcome

### Learners will evaluate the impact of World War II on a changing Canadian society

## Rationale

The 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 benefitted 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 II 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

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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.

## 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

Fomulate- 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.