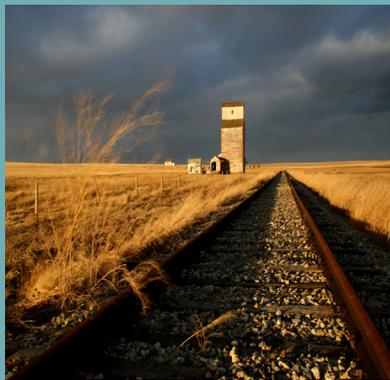


7SOCA



GRADE 7 SOCIAL STUDIES

CANADIAN STUDIES
TIME IMMEMORIAL TO 1914



Curriculum Guide

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Prince Edward Island
Department of Education and Early Years
250 Water Street, Suite 101
Summerside, Prince Edward Island, Canada, C1N 1B6

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INTRODUCTION

This social studies course was developed by a committee whose deliberations were guided by consideration of the learners and input from teachers. The committee consisted of teachers and consultants with a diverse range of experiences and backgrounds in education. This curriculum was strongly influenced by current social studies research as well as developmentally-appropriate pedagogy.

Vision of Program

The vision for the Prince Edward Island social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada in an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve the essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embody the main principles of democracy — freedom, equality, human dignity, justice, the rule of law, and civic rights and responsibilities. The social studies curriculum promotes students’ growth as individuals and citizens of Canada in an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies present unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of history and the social sciences (including geography, economics, political science, sociology, and anthropology), the humanities, literature, and the pure sciences;
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education through teaching and learning, and, at the same time, recognize and validate effective practices that already exist in many classrooms. More specifically, this curriculum guide

- provides detailed curriculum outcomes to which educators and others can refer to when making decisions concerning learning experiences, instructional techniques, and assessment strategies for the social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for the senior high school level in Prince Edward Island; and
- promotes the effective learning and teaching of social studies for students.

Essential Graduation Competencies

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Early Years designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to

successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.

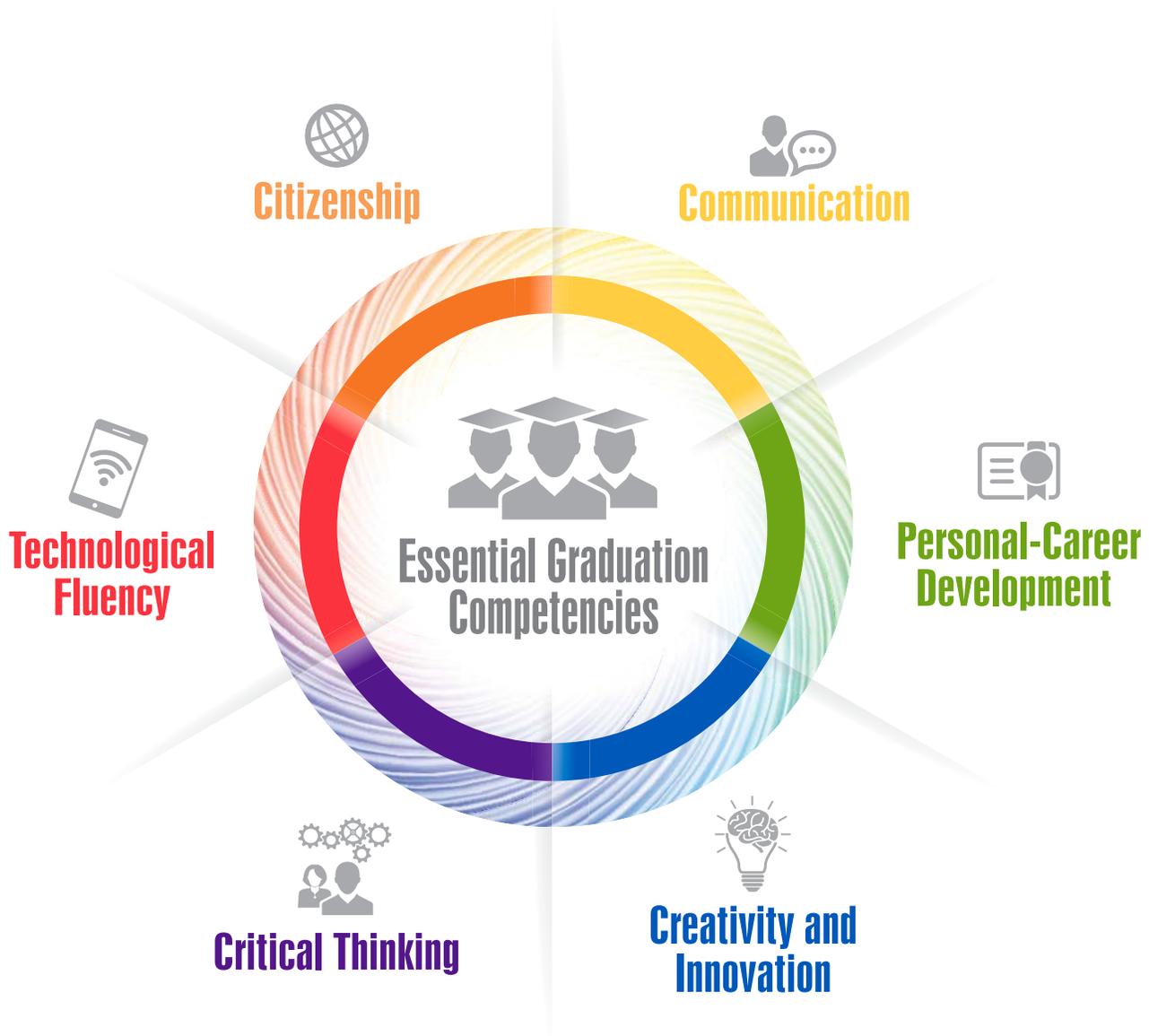


Figure 1. Essential Graduation Competencies

Critical Thinking



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.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.

Technological Fluency



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

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.



Citizenship

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 and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion; promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.



Communication

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

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.



Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.



Creativity and Innovation

Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

General Curriculum Outcomes

General curriculum outcome statements articulate what students are expected to know and be able to do upon completion of study in the Program Area.

Table 1. Program Area General Curriculum Outcomes

Strand	Description
GCO 1	Citizenship, Power, and Governance Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.
GCO 2	Individuals, Societies, and Economic Decisions Social studies provides students with the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision-making.
GCO 3	Culture and Diversity Students will be expected to demonstrate an understanding of culture, diversity, and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.
GCO 4	Interdependence Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future.
GCO 5	People, Place, and Environment Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.
GCO 6	Time, Continuity, and Change Students will be expected to demonstrate an understanding of the past, and how it affects the present and the future.

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom’s Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to... .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that support, define, and demonstrate the depth and breadth of the corresponding SCO.

Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner, are not a prioritized list of instructional activities, and are not a set of prescribed assessment items. Achievement indicators provide clarity and understanding to ensure instructional design is aligned to the SCO.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to... .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

Bloom’s Taxonomy

Bloom’s Taxonomy was published in 1956 as a framework for classifying expectations for student learning as indicated by educational outcomes. David Krathwohl’s 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect students to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom’s Taxonomy will serve students, teachers, and administrators by:

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive process of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication

Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 2. Bloom’s Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

CURRICULUM DESIGN

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.

verb: demonstrate; cognitive process: APPLYING

SCO 5—demonstrate an understanding how emerging political and economic structures led to Confederation.

Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 3. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left hand corner.
SCO Block	Appears in the coloured box; contains the cognitive process level
AI List	Appears in the body of the page immediately following the SCO.
EGC Map	Appears at the bottom of the page.

CURRICULUM DESIGN

Name of Curriculum Unit:

CITIZENSHIP, POWER AND GOVERNANCE

Specific curriculum outcome (SCO)

SCOs	Learners are expected to ...					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
SC05	demonstrate an understanding how emerging political and economic structures led to Confederation.					

Cognitive process level for this particular SCO

Set of achievement indicators (AIs) indicating “breadth and depth” of SCO

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada. Include: Durham Report, Act of Union, establishment of responsible government, French-English relations; (DT1)
- demstrate an understanding of the cause and consequence of political events leading to Confederation;
- demstrate an understanding of the cause and consequence of economic events leading to Confederation;
- describe the roles of individuals in building Canadian Confederation;
- explain the significance of the British North America Act 1867. Examples: federal system of government, constitutional monarchy, British-style parliament: (DT1);
- demonstrate an understanding of the historical roots of the structure, operation, and democratic processes of government in Canada; and
- describe the main features of the Canadian government.

Essential Graduation Competencies Map



Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops students' understanding of themselves as learners.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page 9). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

Assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction (formative)
- assessment as learning to involve students in self-assessment and setting goals for their own learning (formative)
- assessment of learning to determine student progress relative to curriculum outcomes (summative)

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analyzing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of students;
- are appropriate for the purpose of instruction and learning strategies used;
- are explicit and communicate to students and parents the expectations and criteria used to determine the level of achievement;
- are comprehensive and enable all students to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;
- accommodate the diverse learning needs and experiences of the students;
- allow for relevant, descriptive, and supportive feedback that gives students clear directions for improvement, and engages students in metacognitive self-assessment and goal setting that can increase their success as learners; and
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

Students should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.

Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning.

Social and Emotional Learning (SEL)

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg & Cascarino, 2013).

The benefits of social and emotional learning (SEL) are well-researched. Evidence demonstrates that an education integrated with SEL yields positive outcomes for students, adults, and school communities. These findings include increased social and emotional skills, academic performance, mental wellness, healthy behaviours, school climate and safety, and positive lifetime outcomes (Durlak et al., 2011).

Students will experience a sense of belonging and emotional safety when teachers develop a supportive atmosphere where students feel valued and are encouraged to express their ideas and emotions. While SEL isn't a designated subject like history or math, it must be woven into a school's curriculum and community (Durlak et al., 2011; Wigglesworth et al., 2016). The following five skills provide examples of how social-emotional learning competencies can be incorporated into the curriculum:

Self-Awareness entails the understanding of one's own emotions, personal identity, goals and values. Integrating self-awareness involves planning activities and practices that help students understand and connect with their thoughts, emotions, and strengths and how they influence behaviour;

Self-Management entails skills and attitudes that help students to regulate emotions and behaviours. Integrating self-management involves developing students' organizational skills, resilience, and goal-setting abilities through structured activities, personalized learning plans, and providing consistent feedback;

Social Awareness entails recognizing the perspective of those with the same or different backgrounds and empathizing and feeling compassion. Integrating social awareness involves incorporating diverse perspectives, cultural contexts, and collaboration while encouraging students to understand and appreciate the broader societal implications of the content they are learning;

Relationship Skills entail the tools to establish and maintain healthy relationships and effectively navigate settings with different social norms and demands. Integrating relationship skills involves fostering collaborative projects, encouraging effective communication and teamwork, and enabling students to develop positive interpersonal connections that enhance their learning experience and

Responsible Decision-making entails the knowledge, skills and attitudes to make caring and constructive choices about personal behaviour and social interactions across diverse settings. Integrating responsible decision-making within lessons involves incorporating real-world scenarios, ethical considerations, and critical information analysis to make thoughtful choices.

Supporting English as an Additional Language (EAL) Learners

Multilingual learners add valuable experiences to the classroom. The linguistic knowledge and experiences of English as an additional language (EAL) students can extend the understanding of the linguistic diversity of all students. When the language, prior knowledge, and culture of EAL students are valued, respected, and incorporated into learning, the learning environment is enhanced.

Supportive learning includes classroom practices that affirm cultural values and leverage students' home language and prior knowledge. Making connections to content and language structures in their home language and English is encouraged when possible. It is also essential that EAL students make connections between their learning in English and learning in other curricular areas and use learning contexts in other subjects to practice, reinforce, and extend their language skills. Addressing the demands of the subject area and discussing how different forms, styles, and registers of English are used for various purposes will benefit students. Providing students learning English as an additional language with ample opportunities to use English in communicative ways and designing classroom activities to aid language development through active language use will support their learning.

It's essential to address barriers to equitable instruction and assessment for EAL students. By providing various ways for them to access content, demonstrate learning, and develop language skills, we can ensure their full participation and contribution to the classroom community. This approach not only benefits EAL students but also enhances the overall learning environment.

Indigenous Perspectives and Experiences

Indigenous history and culture are Canadian history and culture. For this reason, any understanding of Canadian citizenship requires an understanding:

- of Indigenous perspectives
- of Indigenous experiences
- that Indigenous Peoples hold a unique status in our nation and with that come unique rights and responsibilities

Indigenous perspectives and experiences are important parts of understanding citizenship as they provide unique insights into the history, culture, and lived experiences of Indigenous peoples. By incorporating Indigenous perspectives into discussions and lesson plans, educators can help students gain a more well-rounded understanding of the topic.

Indigenous perspectives can be incorporated into the classroom in many ways. For example, teachers can incorporate Indigenous stories, histories, and cultural practices into their lesson plans, and encourage students to learn more about Indigenous peoples and their experiences. Educators can also invite Indigenous guest speakers into the classroom to share their experiences and perspectives and encourage students to engage in discussions and activities that explore the ways in which Indigenous people have contributed to the development of their communities and their countries.

Overall, incorporating Indigenous perspectives and experiences into discussions on citizenship can help gain a more nuanced and complete understanding of the topic, and can also help to foster a sense of inclusivity and respect the diverse experiences of indigenous peoples.

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem-solving, critical and creative thinking, and informed decision-making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate the varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this. To meet these challenges, the social studies program reflects a wide range of elements.

Political Discourse

Learning how to conduct political discourse and share ideas about political events is an important civic literacy tool. Our democracy relies on citizens being informed and being able to have civil conversations, respecting differences and sharing ideas.

In Controversy in the Classroom: The Democratic Power of Discussion, Diana Hess makes the case that classrooms are the ideal place for advancing political discourse. Her central argument is threefold: (a) that classrooms are model sites for democratic discussions, (b) that teachers' pedagogical decision-making is the primary determinant of an effective discussion, and (c) that sustained education around controversial issues discussions potentially can advance discourse and political activism within the broader democratic communities to which we belong. Teachers should be sure to design classroom discussions with intention so that educational goals are met, learning is deepened and students improve their discussion skills. Perhaps most importantly, teachers must regulate and moderate the discussion. Political discourse involves giving reasons and responding to the views of others. The purpose of dialogue is not to beat opponents or make others in the community feel unwelcome. Instead, students seek to investigate differences with the intention of remaining friendly. It also requires participants to be open to having their views challenged by new information and the perspectives of others. It is also important to consider the context in which these perspectives are being shared and to ensure that they are presented in a respectful and thoughtful manner. By doing so, we can contribute to public discourse in a meaningful and productive way.

As a responsible citizen, it is important to formulate and communicate an informed perspective on various issues and topics. It is important that students are given opportunities to express themselves and their informed opinions through a variety of ways, including writing, speaking, and using social media.

Respectful of Diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment attempts to affirm the positive aspects of this diversity and fosters an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of the diversity of their backgrounds, students should be given equal access to educational opportunities to be successful at them.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Students do come with different attitudes, levels of knowledge, and points of view. These differences should not be obstacles but rather opportunities to rise above stereotypes and develop positive self-images. Students should be provided with collaborative learning contexts in which they can become aware of - transcend - their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious

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experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students bring their critical faculties to information and knowledge to shape it into meaningful patterns.

Relevant and Significant

Since the intermediate learner is naturally critical of what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, the curriculum must provide learning situations that incorporate student interests, and that also encourage students to question their knowledge, assumptions, and attitudes. In doing so, students will come to understand and appreciate their own heritage and culture at a deeper level. History and contemporary studies play key roles as building blocks of social studies. The students' rational and critical involvement in learning about these areas plays an integral part in the development of individuals and citizens.

Equity and Diversity

The Prince Edward Island social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language(s) of each student and the many groups within our local, regional, national, and global communities.

Prince Edward Island, like all of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster an understanding of such diversity. The social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of society, and by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

Critical Thinking in Social Studies

Disciplinary thinking revolves around delving deep into subjects to understand them holistically, discern their implications, make informed judgements, and guide decision-making. This involves techniques such as questioning, predictive analysis, synthesis, examining diverse perspectives, recognizing values and core issues, spotting bias, and weighing various alternatives. When students acquire these disciplinary skills, they evolve into thinkers who can traverse beyond mere surface-level insights to a more profound understanding of the subjects at hand. These students partake in intricate inquiry processes, exploring intricate questions that might not always have straightforward answers.

In subjects within the social studies curriculum, students employ these disciplinary thinking skills when they assess, interpret, and evaluate the ramifications of events or actions. They craft and substantiate opinions based on informed perspectives. Critical to this process is the ability of students to understand and evaluate the perspectives and biases of others, discerning underlying intentions, and utilizing gathered insights to shape personal viewpoints or strategies aimed at impactful interventions.

Different students adapt to disciplinary thinking in myriad ways. While some prefer vocal discussions, questioning, and ideation, others might take a more observant and contemplative approach, weighing situations or texts prior to expressing their viewpoints. Key to nurturing disciplinary thinking skills in social studies is the ability of students to pose effective questions to interpret data, recognize biases in their resources, and understand the origins and implications of such biases.

The PEI social studies curriculum bolsters the development of these disciplinary thinking skills in every course, with an emphasis on inquiry and comprehensive skill development. Coupled with Concepts of Disciplinary Thinking, the curriculum sets clear expectations. While striving to meet these academic expectations, students are often required to discern the potential consequences of decisions. As they collate data from diverse resources, it's vital for them to interpret, detect biases, and discern the reasons behind such biases.

Critical literacy is integral to disciplinary thinking, prompting students to look beyond the overt message of a text, understanding both its explicit and implicit narratives, and discerning the writer's intent. This form of literacy extends beyond the realm of traditional critical thinking, emphasizing fairness, equity, and social justice considerations.

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Disciplinary literate students critically analyze the worldviews presented in texts, assessing their alignment with their beliefs, understanding the beneficiaries of the text, and the influences on the reader.

Considerations for Program Planning In PEI Social Studies

Critically literate students recognize that text interpretation isn't an isolated endeavour. The meaning of a text is derived from multiple facets, including diverse cultural perspectives, the context of the text's creation, the background of the reader, information drawn from other sources, omissions in the content, and overlooked or muted voices.

In the context of PEI social studies, students with critical literacy can dissect media messages, discerning underlying motives and biases. They understand the potential slants in texts, media, and resources, delving into the reasons behind these biases, the determinants of content, and the overlooked perspectives. Armed with this understanding, they are prepared to construct their own informed perspectives on issues.

Educational experiences should facilitate critical discussions of various "texts" — books, TV shows, films, online content, advertisements, music, spoken words, art, and other forms of expression. This exploration equips students to grasp the intended societal impacts of these texts. It's pivotal to understand that communication isn't neutral; it serves various purposes, from information dissemination to persuasion.

A significant element of this curriculum is metacognition, encouraging students to introspect and evaluate their cognitive processes. These metacognitive skills, encompassing self-monitoring of learning, have emerged as crucial tools in honing thinking abilities across disciplines. In PEI social studies, students harness these skills throughout their investigations, ensuring their inquiries align with disciplinary thinking concepts. This continual self-reflection drives a richer and more profound investigative process.

Beyond inquiry and skill development, the social studies curriculum provides opportunities for students to introspect and assess their learning. As they cultivate practical, relational, communicative, and critical thinking abilities, students are prompted to evaluate their strengths, areas of growth, and monitor their progress. They're also motivated to seek necessary support, ensuring their academic and personal goals align. Across social studies topics, students are encouraged to apply their acquired knowledge and skills authentically — in classrooms, homes, peer interactions, and who truly value the relevance of social studies in their day-to-day lives.

The Concepts of Disciplinary Thinking

Disciplinary thinking in social studies refers to the use of specific methods and perspectives from the disciplines of history, geography, economics, political science, and sociology to understand and analyse social phenomena. This approach to studying society and culture helps to provide a more comprehensive and nuanced understanding of the complexities of human behaviour and social interactions. Disciplinary thinking in social studies can help students to develop critical thinking and analytical skills, as well as provide them with a deeper understanding of the world around them. The four concepts of political thinking – political significance, objectives and results, stability and change, and political perspective – serve as the foundation for all thinking and learning in Social Studies.

Table 4. Concepts of Disciplinary Thinking

HISTORY	GEOGRAPHY	POLITICAL STUDIES	ECONOMICS	LAW
Historical Significance	Geographical Significance	Political Significance	Economic Significance	Legal Significance
Continuity & Change	Patterns & Trends	Stability & Change	Trends & Variability	Continuity & Change
Cause & Consequence	Interrelationships	Objectives & Results	Cause & Consequence	Interrelationships
Historical Perspective	Geographical Perspective	Political Perspective	Economic Perspective	Legal Perspective
Evidence & Interpretation: evaluate multiple media sources for purpose, message, accuracy, bias, and intended audience.				
Ethical Considerations: construct ethical judgments about political issues, institutions, decisions, and developments.				

The concepts of disciplinary thinking found their roots in the work of Dr. Peter Seixas and the Historical Thinking Consortium. From this, the Ontario History and Social Studies Teachers' Association developed similar models for political studies, economics and law.

SOCIAL STUDIES LEARNING ENVIRONMENT

Introduction to Inquiry-Based Learning

Inquiry-Based Learning (IBL) allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process. Inquiry into a global issue will require students to practise and refine their critical and creative-thinking skills. “Inquiry” and “research” are often used interchangeably within an educational context. While research often becomes the result of an inquiry process, it is the process itself — working with acquired information and reformulating it into newly-constructed meaning — emphasized in this course.

In order for students of social studies to become fully engaged in the inquiry process, they will need to draw upon prior knowledge, conduct preliminary research to help define the direction of their inquiry, and ask many questions. Classroom discussions about specific global issues may help them to decide where their inquiry will lead them. Current events portrayed in the media may also be catalysts for student inquiry, as may information from other sources. A research plan will ensure that students know what is expected of them and will provide a means of keeping track of progress throughout the inquiry unit.

Inquiry Stages and Skills

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities related to interaction with new information. Independent thinkers will practise multiple strategies to manoeuvre through an inquiry process. A typical inquiry process may follow three stages — Beginning Inquiry, Ongoing Inquiry, and Concluding Inquiry — each stage associated with specific skills and corresponding to sequential phases within the inquiry model used in this document. Note that there may be some overlap of phases.

Beginning Inquiry Stage (Planning and Retrieving)

- using prior and background knowledge as the basis for new inquiry;
- developing and refining a range of inquiry questions — finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue the inquiry.

Ongoing Inquiry Stage (Retrieving and Processing)

- evaluating information for accuracy, validity, appropriateness, relevance, and context;
- interpreting and contextualising information from different sources by identifying main ideas and supporting evidence, conflicting ideas, biases, and points of view;
- using technology to access and organize information collaborating with others to exchange new ideas and develop new understandings.

Concluding Inquiry Stage (Creating, Sharing, and Evaluating)

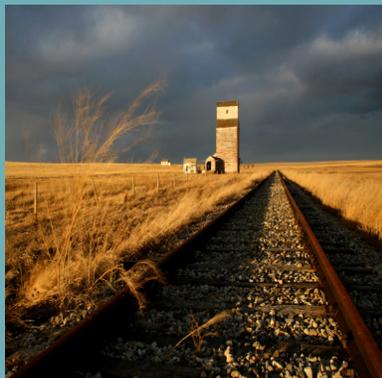
- using writing, media and visual literacy, and technology skills to create a product that expresses new understandings;
- using communication skills to share new understandings in a way that others can access, view, and use;
- using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property.

7SOCA



GRADE 7 SOCIAL STUDIES

CANADIAN STUDIES
TIME IMMEMORIAL TO 1900



Curriculum Guide

Course Description

The grade 7 social studies curriculum draws on the discipline of history, but it includes elements of other social studies disciplines including economics, geography, and political science. While the historical focus for grade 7 is the evolution of the Canadian nation from time immemorial to 1900, the curriculum is built on the premise that a historical study is not limited to one time period and the events of the past have shaped the present. Applying historical thinking concepts will engage students in the historical inquiry process as they investigate and communicate informed opinions about issues of historical importance and the birth of the Canadian nation.

Table 5. 7SOCA Units of Study

<p>Disciplinary Thinking</p>	<p>The Historical Thinking focuses on developing critical and analytical thinking abilities related to the study of history. It equips students with the necessary skills to understand and engage with historical concepts and inquiry.</p>
<p>Geography</p>	<p>Canada’s geography, as much as its history, has shaped our identity. This unit engages students in discussing how our identity has been formed by our physical surroundings and how where we live, affects how we live.</p>
<p>Canadian Identities</p>	<p>Students are introduced to the concept of “identity” and the perspectives of various cultural groups in Canada. Learners begin to explore the idea of a Canadian Identity and what does it mean to be Canadian? As they progress they will analyse how not all Canadians have not experienced Canada in the same way.</p>
<p>Citizenship, Power and Governance</p>	<p>An understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities helps students to better understand the governance structure of Canada.</p>
<p>Contemporary Canada</p>	<p>Students will understand current events and identify and describe continuing and persistent questions in Canada’s history.</p>
<p>Historical Inquiry</p>	<p>Historical inquiry allows students to investigate, organize and explain the past. Historical inquiry is the process of “doing history”.</p>

UNIT 1 - HISTORICAL THINKING CONCEPTS

The Historical Thinking Concepts form the foundation for subsequent historical inquiry. The use of historical inquiry allows students to investigate, organize and explain the past. Historical inquiry is the process of “doing history”. The historical inquiry process is circular in nature and begins with the students asking guiding historical questions. They then locate and analyse historical sources to establish historical evidence for their arguments. The historical evidence is then used to construct historical interpretations that seek to answer the guiding historical questions.

Thinking historically means thinking critically. This means that the study of Canadian history involves much more than simply retrieving facts, or re-searching for answers that others have already found. Students need to be challenged to uncover information before they can think critically about how this information is significant in their own inquiries. It is important that they reach their own conclusions and not those of others. It requires that students make “reasoned judgments” to reach a justifiable conclusion to their inquiry. Students need to learn to use a variety of thinking strategies to help them sort and interpret various forms of information. In SOC7A, students will practice critical thinking skills and historical thinking concepts to build upon their previous knowledge and experience, while they are constructing new understandings. Critical thinking involves approaching a task or a question as a problem and then puzzling through various options to arrive at a reasonable solution or conclusion. While there does not have to be an absolute right or wrong answer, the response needs to be plausible and well thought out, not simply a personal opinion or guess. The way to help students through this thought process is to provide engaging critical challenges as they interact with new information.

Asking students to think historically will require teachers to teach history differently. The traditional approach to the study of history is generally based on the factual recall of discrete pieces of information. Teaching history through historical thinking requires a different approach—problematizing history. In other words, it is no longer a search for a specific set of answers to a particular set of questions but a search for plausible or possible answers to open-ended questions. Students will be required to use multiple sources (evidence) to collect and then analyse data in order to arrive at a conclusion that they can defend. They will also be required to consider multiple perspectives in their inquiries and realize that a variety of views may exist. Teaching students to think historically also means adjusting assessment practices and shifting the focus of assessment from rote memorization of historic facts to assessing a student’s ability to use historical evidence to create an argument or to back up a conclusion to an open-ended inquiry question.

Thinking historically requires an approach to instruction that is different from the transmission model which requires students to memorize facts and dates. Thinking differently and deeply about past events, people, or other historical aspects allows students to progress beyond a simple recall of information into the world of analyzing what has gone before and how it is linked to the present. It is through this kind of interaction with the past that students can become engaged in debate and decision-making about their futures.

Six concepts in thinking called “Benchmarks of Historical Thinking” have been identified through the work of Peter Seixas at the University of British Columbia’s Centre for the Study of Historical Consciousness.

- 1) **Historical Significance**—Assess the significance of historical events, phenomena, people, and concepts using justifiable criteria. Why an event, person, or fact from our past is important, and why do we care (e.g., Who was William Cooper, and what is significant about his involvement in Prince Edward Island’s land issues in the 19th century?).
- 2) **Evidence**—Analyze who and what caused historical events to occur and what the consequences of those events were. Primary and secondary sources of information, and the bias and point of view expressed within (e.g., What do the letters home or the diaries of those delegates who met at the 1864 Charlottetown Conference really say about the idea of Confederation?).
- 3) **Continuity and Change**—Identify the continuities and changes in lives and conditions over time. That which has changed with time and that which has remained the same (e.g., How does the current movement to revive small rural halls reflect a link to past social trends in Prince Edward Island?).

4) **Cause and Consequence**—Analyze who and what caused historical events to occur and what the consequences of those events were.. The factors or reasons that created an impact in some way, or led to a decision (e.g., If France had not capitulated to the British in the mid-1700s how might life have been different for the Island’s Acadian population?).

5) **Historical Perspective**—Understand the ways diverse historical actors or groups understood, experienced, and interpreted historical events. Being able to put oneself into the shoes of an individual or group from the past in order to understand and empathize, understanding that there may be several different perspectives (e.g., What are the different reactions of marginalized Islanders, such as the Mi’kmaq, Acadians, and women to the decision to join Confederation?).

6) **Ethical dimensions**—Assess whether past actions were justified, assign historical responsibility to historical actors and groups for past actions, and make decisions about contemporary accountability to respond to injustices and sacrifices in the past. (Should we honour John A. Macdonald with a statue in Charlottetown?).

The historical concepts are the process skills that are embedded in the suggestions for teaching and learning and suggestions for assessment throughout this curriculum. It is not intended, nor is it productive to teach these skills in isolation. These skills must be a central part of the learning (doing history) in the classroom. There is an opportunity for diagnosis and remediation within the context of the learning activities in the classroom. For example, if it became apparent that there was confusion over the difference between primary and secondary sources, a mini-lesson could be built into a document study, but should not be the focus of a major study. Through integration and application, these skills can be improved and refined. Teachers should work closely with students to ensure that their suggestions for research are appropriate and reasonable. Teachers can also help students find a research focus by making available sample historical questions/topics and pertinent links to resources and materials.

Adapted from Denos and Case. Teaching about Historical Thinking. 2006

UNIT 2 - THE GEOGRAPHY OF CANADA

The vast and diverse geography of Canada has shaped who we are as a nation. “If the Canadian people are to find their soul, they must seek for it, not in the English language or the French, but in the little ports of the Atlantic provinces, in the flaming autumn maples of the St. Lawrence valley, in the portages and lakes of the Canadian Shield, in the sunsets and relentless cold of the prairies, in the foothill, mountain, and sea of the west, and in the unconquerable vastnesses of the north. From the land, Canada must come from the soul of Canada.” No study of the Canadian narrative would be complete without geographical inquiry. The fundamental question for students in this area of study is “How has where we live shaped how we live?”

Contemporary educational research advocates that geography and history are complementary subjects best taught together within the social studies curriculum. Effective social studies teachers cannot teach history without geography or geography without history.

The following outcome provides an overview of Canada’s geography. Please note that students will have been exposed to some world and Canadian geography in the elementary grades but there will not be significant prior knowledge in this area. The intent is to give students a working knowledge of our geography to enhance the study of history. The geographic perspective can enrich the study of history by helping students to grasp the significance of the location, the inevitability of change, and the importance of human perspectives at given times in the past. Helping students to become more informed geographically means teaching better history and preparing better citizens.

In grades 7 and 8, the focus is to make connections between geography and identity. Geographical inquiry is a process by which students learn about and enhance their geographical understanding. It involves individual or collaborative analysis that starts with geographical questions and proceeds through the collection, evaluation, interpretation and analysis of information to the development of conclusions and proposals for action. Students apply their geographical skills and use geographical tools to acquire, analyze and communicate geographical information. Inquiries may vary in scale and geographical context.

SOCIAL STUDIES 7SOCA OVERVIEW

UNIT 3 - CANADIAN IDENTITIES

Students are introduced to the concept of “identity” and the perspectives of various cultural groups in Canada. Learners begin to explore the idea of a Canadian Identity and what does it mean to be Canadian? Not 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.

Exploring culture, diversity and identity allows students to examine shared values and their own sense of belonging, beliefs, traditions, and languages. This promotes students’ development of citizenship and identity and understanding of multiple perspectives, issues, and change. Students will examine the various expressions of their own and others’ cultural, linguistic, and social communities.

The concept of empowerment within this unit is intended to encourage active student inquiry with historical content and critical thought about the future of Canada. Students are asked to incorporate historical thinking strategies and concepts to help them build upon their prior knowledge of Canadian history. The theme is not intended to be addressed in isolation, but these skills and understanding will unfold as students embark upon their investigations into Canadian history.

UNIT 4 - CITIZENSHIP, POWER AND GOVERNANCE

The empowered Canadian citizen understands personal rights and responsibilities and the interplay among authority systems, citizens, and public policy. An understanding of the various ideologies and forms of power; the origins, functions, and sources of government power; and the roles played by individuals and groups is critical to informed citizenship. Students will examine how power is gained, used, and justified and how the protection of individual rights and freedoms is ensured within the context of constitutional democracy.

Social studies education plays a prominent role in enabling students to develop as responsible citizens. By its very nature, social studies provide numerous opportunities to develop the various elements of citizenship education. The integral features of citizenship education come from the social studies disciplines—students’ acceptance and fulfillment of roles as active and informed citizens in a pluralistic and democratic society.

The role of social studies is to develop the key values, attitudes, understanding, and skills necessary for students to become active and responsible citizens. Civically literate students are:

- more likely to vote;
- have a stronger and more consistent awareness of their political interests and how to advance them;
- are less likely to be influenced by negative or polarizing political messages;
- are more tolerant of different perspectives and adopt inclusive political views; and
- understand how our system of government at the local, provincial and federal level and how they can work within this structure to be heard.

SOCIAL STUDIES 7SOCA OVERVIEW

As students develop an understanding of the forces that shaped our society, they begin to develop a frame of reference to consider the future. Students will examine how participation in the democratic process is a means for governments and citizens to effect change in their communities. They will explore how democratic principles and ideals are reflected in the structure and functions of their local and provincial governments.

UNIT 5 - CONTEMPORARY CANADA

The purpose of this unit is to bridge the gap between historical events and contemporary issues in Canada. By analyzing the persisting questions that have shaped Canadian society, students will gain a deeper understanding of the complexities and nuances of the nation's past and its ongoing relevance.

Through analysis of current events in social studies students will be able to better:

- Understand the importance of current events in contextualizing historical themes in Canadian history.
- Analyze how past events have shaped and continue to shape current discussions and challenges in Canada.
- Foster critical thinking by comparing and contrasting historical narratives with contemporary perspectives.

By intertwining historical events with their modern counterparts, students will be able to see the lasting impact of Canada's past on its present, thereby gaining a more comprehensive and nuanced understanding of the nation's history.

UNIT 6 - HISTORICAL INQUIRY

The following outcomes in the area of historical inquiry provide opportunities for students to develop thinking and understanding of the past. The six Historical Thinking Concepts form the foundation for subsequent historical inquiry. The use of historical inquiry allows students to investigate, organize and explain the past. Historical inquiry is the process of "doing history". The historical inquiry process is circular in nature and begins with the students asking guiding historical questions. They then locate and analyse historical sources to establish historical evidence. The historical evidence is then used to construct historical interpretations that seek to answer the guiding historical questions.

Thinking historically means thinking critically. This means that the study of Canadian history involves much more than simply retrieving facts, or re-searching for answers that others have already found. Students need to be challenged to uncover information before they can think critically about how this information is significant in their own inquiries. It is important that they reach their own conclusions and not those of others. It requires that students make "reasoned judgments" to reach a justifiable conclusion to their inquiry. Students need to learn to use a variety of thinking strategies to help them sort and interpret various forms of information. In SOC7A, students will practice critical thinking skills and historical thinking concepts to build upon their previous knowledge and experience, while they are constructing new understandings. Critical thinking involves approaching a task or a question as a problem and then puzzling through various options to arrive at a reasonable solution or conclusion. While there does not have to be an absolute right or wrong answer, the response needs to be plausible and well thought out, not simply a personal opinion or guess. The way to help students through this thought process is to provide engaging critical challenges as they interact with new information.

SOCIAL STUDIES 7SOCA OVERVIEW

Asking students to think historically will require teachers to teach history differently. The traditional approach to the study of history is generally based on the factual recall of discrete pieces of information. Teaching history through historical thinking requires a different approach—problematizing history. In other words, it is no longer a search for a specific set of answers to a particular set of questions but a search for plausible or possible answers to open-ended questions. Students will be required to use multiple sources (evidence) to collect and then analyse data in order to arrive at a conclusion that they can defend. They will also be required to consider multiple perspectives in their inquiries and realize that a variety of views may exist. Teaching students to think historically also means adjusting assessment practices and shifting the focus of assessment from rote memorization of historic facts to assessing a student’s ability to use historical evidence to create an argument or to back up a conclusion to an open-ended inquiry question.

Thinking historically requires an approach to instruction that is different from the transmission model which requires students to memorize facts and dates. Thinking differently and deeply about past events, people, or other historical aspects allows students to progress beyond a simple recall of information into the world of analysing the “why” of what has gone before and how it is linked to the present. It is through this kind of interaction with the past that students can become engaged in debate and decision-making about their futures.

SOCIAL STUDIES 7SOCA OVERVIEW

Outcome Summary

The outcomes of 7SOCA are categorized into six units. These units and specific outcomes are designed to provide learners a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found starting on page 26.

Table 6. Summary of Specific Curriculum Outcomes for 7SOCA

Unit	Code	Learners are expected to ...
Disciplinary Thinking	DT1	evaluate the historical significance of individuals, groups and events in the development of the Canadian nation to 1900.
	DT2	assess continuity and change for particular individuals and groups at particular times and places in Canada to 1900.
	DT3	evaluate the cause and consequence of events, decisions and actions in Canada's history to 1900.
	DT4	evaluate historical perspective and accounts from different individuals and groups in the creation of Canada to 1900.
Geography	SCO1	describe how significant human and geographic features have shaped Canadian Identity.
Canadian Identities	SCO2	demonstrate an understanding of the culture, traditions, and worldviews of the Mi'kmaq and other Indigenous Peoples.
	SCO3	demonstrate an understanding of the evolving relationship between the British and French settlers and the First Peoples of Canada in shaping Canada's identity.
Citizenship, Power & Governance	SCO4	analyse how political and cultural empowerment and disempowerment led to the struggle for responsible government in British North America.
	SCO5	demonstrate an understanding how emerging political and economic structures led to Confederation.
	SCO6	analyse the experiences, perspectives, challenges and contributions of diverse social and cultural communities in shaping Canada's identity.
Contemporary Canada	SCO7	analyse continuing and re-emerging issues in Canada's history
Inquiry	SCO8	evaluate issues, events, and developments in the shaping of Canadian Identity using the inquiry process and the Concepts of Historical Thinking.

SOCIAL STUDIES 7SOCA OVERVIEW

7SOCA Assessment Framework

The assessment framework describes the relative weighting of each domain (unit or cluster of outcomes) within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative student assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabus development.

Table 7. Assessment Framework for 7SOCA

Unit/Domain	Remember	Understand	Apply	Analyse	Evaluate	Create	Unit/Domain Weight
*Disciplinary Thinking					DT1		Formative
				DT2			
				DT3			
					DT4		
Geography		SCO1					10%
Canadian Identities			SCO2				30%
			SCO3				
Citizenship, Power, and Governance				SCO4			30%
				SCO5			
				SCO6			
Contemporary Canada				SCO7			10%
*Inquiry					SCO8		20%

The Disciplinary Thinking unit functions as the lens through which the content of 7SOCA can be viewed. As such, teachers are expected to explicitly teach the Disciplinary Thinking Concepts at the beginning of this course and continue to develop these concepts as student progress. Assessment of the Disciplinary Thinking Concepts will occur summatively in the Inquiry unit through SCO8.

DT1	<i>Learners are expected to ...</i>					
	evaluate the historical significance of individuals, groups and events in the development of the Canadian nation to 1914.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. describe the concept of historical significance;
- b. describe the criteria to establish the historical significance of people, places and events;
- c. identify the importance of people, events, developments, or ideas using credible primary and secondary sources as evidence;
- d. demonstrate an understanding that significant events, people, or developments reveal an enduring or emerging issue in history or contemporary life;
- e. demonstrate an understanding that the events, people, or developments occupy a meaningful place in a narrative;
- f. demonstrate an understanding that historical significance varies over time and from group to group; and
- g. evaluate events, people, or developments for historical significance resulting in change.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Students can't possibly study all the events of the period between time immemorial and 1900 in Canadian History. Historical significance is the process in which we make the choice of what events, people, places and ideas are important to study.

The past is everything that has happened before today, history is what we chose to remember. How do we determine what is worth remembering? Significant events include those that resulted in great change over long periods of time. The World Wars or Confederation pass the test for historical significance in this sense. But what could be significant about the life of everyday people? What about our own ancestors, who are clearly significant to us, but not necessarily to others? While these individuals may seem insignificant in the big picture they do reveal to us something about the time period in question and even more so reflect something that is important to students today. A key element to the teaching of history to young people is to find a way to make the past relevant to the student's present. Significance depends upon one's perspective and purpose. A historical person or event can acquire significance if we, the historians, can link it to larger trends and stories that reveal something significant for us today.

Aspects of Historical Significance:

The key to a more in-depth analysis of significance lies in the student being able to connect particular events or trends to others in a variety of ways:

Prominence at the time: To what extent was the event, person, or development recognized as important at the time?

Consequences: To what extent did the event, person, or development have deep consequences for many people over a long period of time?

Revealing: To what extent did the event, person, or development shed light on, or represent an emerging or enduring issue in the past or present?

GUIDING QUESTIONS

- How do historians determine what happened in the past?
- How do historians determine the historical significance of events, individuals, or developments in Canadian history?
- Are there different perspectives on the historical significance of certain events or figures in Canadian history? If so, what are they and why do they exist?(HT4)
- How does the concept of historical significance intersect with the study of Indigenous history in Canada?(SCO2)
- Why do we care, today, about certain events, trends, and issues in history?
- How do we make choices about what is worth remembering?
- How can an event, idea or issue become a catalyst for technological change?
- How can the concept of historical significance be applied to contemporary issues or developments in Canada?

DT2	<i>Learners are expected to ...</i>					
	analyse continuity and change for particular individuals and groups at particular times and places in Canada to 1914.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. describe continuity and change as it relates to historical thinking;
- b. identify a historical turning point, the moment when the process of change shifts direction or pace;
- c. determine which things have stayed the same or changed over time for different people using inferences from multiple sources;
- d. analyze how an event may involve progress for some people or groups and decline for others;
- e. construct a chronology of an event, personal issue or development; and
- f. explain links between past and current historical policies, decisions and responses.

✓	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency		Creativity and Innovation	

ELABORATIONS

Understanding change over time is central to historical thinking. So, too, is the need to recognize the constants that continue through time. The expression, “the more things change, the more they remain the same,” is only partly true; while things have changed in certain respects, they have also remained constant. How are historical changes interwoven with continuities? Continuity and change provide a fundamental way to organize the complex nature of the past. Changes happen at different places at different times in history, and even at the same time in different aspects of life. An example of this would be in how each modern nation has entered into its own industrial revolution at different periods of time.

The study of history is often mistaken as an endless list of names, places, events and dates from the past. Historians study different types of events through time and group these events based on topics or themes. As students start to understand history as a complex mix of continuity and change, they reach a new sense of the past. There was a multitude of things going on at any one time in the past. Some changed rapidly while others remained relatively static. Breaking historical events up based on categories makes it easier for people to identify changes and study the effects on people over time. Some general categories of events include Political, Economic, Social and Technology. For example, the decade of the 1910s in Canada saw a profound change in many aspects of life, but not much change in its forms of government. If students say “nothing happened in 1911,” they are thinking of the past as a list of events. Students can make judgments of continuity and change on the basis of comparisons between some point in the past and the present or between two points in the past, such as before and after Confederation in Canada. We evaluate change over time using the ideas of progress and decline. When considering continuity and change, we ask, how are lives and conditions alike over time and how have they changed?

Change in history usually occurs over a long period of time and it is often hard to pinpoint an exact moment of change. Therefore, it is easier to choose two different moments in history and compare them. However, when there is a sudden and clear change at a particular point in history, usually due to a single event, the event is usually referred to as a ‘Turning Point’ in history. “A turning point signifies a profound change in one or more of the arenas of human experience (political, social, economic, or cultural/intellectual). Turning points are characterized by change of such magnitude that the course of individual experiences and societal development begins to follow a new trajectory, shaped by a new set of possibilities and constraints.” (Mandell and Malone, 2007) Identifying events as turning points requires students to categorize cause and effect relationships because continuity and change are so closely tied to cause and consequence, student tasks may often join the two.

Aspects of Continuity and Change:

Interrelationships: Continuity and change are interrelated. Processes of change are usually continuous, not isolated into a series of discrete events.

Turning Points: Some aspects of life change more quickly in some periods than others. Turning points, perhaps even tipping points, help to locate change.

Progress and Decline: Change does not always mean progress. Weighing the positive and negative impacts is fundamental to evaluating change over time.

Chronology: You cannot understand continuity and change without knowing the order in which things happened.

GUIDING QUESTIONS

- How do historians determine what happened in the past?
- How do historians determine the historical significance of events, individuals, or developments in Canadian history?
- Are there different perspectives on the historical significance of certain events or figures in Canadian history? If so, what are they and why do they exist?(HT4)
- How does the concept of historical significance intersect with the study of Indigenous history in Canada?(SCO2)

DT3	<i>Learners are expected to ...</i>					
	evaluate the cause and consequence of events, decisions and actions in Canada history to 1914.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. describe cause and consequence as it relates to historical thinking;
- b. explain that multiple causes may result in multiple consequences;
- c. examine the decisions, actions of people that cause historical events;
- d. conclude that causes vary in influence with some being more important than others.
- e. analyse the social, political, economic, and cultural conditions that cause historical events;
- f. determine intended and unintended consequences of decisions and actions, of people, and social, political, economic, and cultural conditions/events; and
- g. argue how the events of history could have turned out differently given a change in a single action or condition or event.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Students will consider historical events in light of their impact on the present and into the future, and will explore cause and consequence, negative and positive impacts, intended and unintended consequences of policies, events, and decisions.

When studying historical events historians analyze cause and consequence relationships. As students study historical events, they will discover that things do not simply ‘happen’ without reason. Historical events are caused by events, people and decisions that occurred before them. Also, historical events create changes that have consequences long after the event is over. Central to cause and consequence is the active role, or agency, that people play in promoting, shaping, and resisting change in history. Causes are related to the motivations (or intentions) of any group or individual. They are multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term actions and events. Causes that are offered for any particular event may differ, based on the scale of the overall historical narrative, and the ideological perspectives and approaches of the historian. A thorough analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another? For example an examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause. The concepts of cause and consequence address who or what influenced events to occur and what the repercussions of those events were.

Aspects of Cause and Consequence:

- a) Historical change is a human construct but is done in contexts that impose limits on change. Constraints come from the natural environment, geography, and historical legacies, as well as other people who want other things. Human actors (agents) are thus in a perpetual interplay with conditions, many of which (e.g., political and economic systems) are the legacies of earlier human actions.
- b) Actions often have unintended consequences.

GUIDING QUESTIONS

- What were the causes of past events?
- Who or what made change happen?
- Who supported change?
- Who did not support change?
- Which effects were accidental?
- What were the effects?
- Which effects were intended?
- How did events affect people’s lives, communities, and the world?

DT4	<i>Learners are expected to ...</i>					
	evaluate historical perspectives and accounts from different individuals and groups in the creation of Canada to 1914.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. differentiate between current worldviews and those of other earlier periods of history;
- b. explain a point of view within a historical context;
- c. understand the historical context of historical actors;
- d. describe different perspectives of participants in a particular historical context;
- e. differentiate the different historical perspectives of various historical actors; and
- f. evaluate the basis for conflicting narratives and perspectives on key issues and events in 20th century Canadian history.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Students will develop an understanding of the diversity and uniqueness of people and that people have different perspectives and points of view. Those points of view are developed by one's previous experiences, cultural and family traditions, socio-economic status, and beliefs.

What was it like to live in times so different from our own; can we truly understand? The examination of a historical period or event from the perspective of those living at the time is a critical element of doing history because such study is grounded in the past—not the present. Historical perspective involves viewing the past through a variety of lenses. Taking historical perspectives means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. Our attempts to study the past are often clouded by our current contexts, beliefs and values, which obscure our understanding of the concerns, beliefs, and values of the people we are studying. At any one point, different historical figures may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to taking historical perspectives. Although it is sometimes called "historical empathy," historical perspective-taking is very different from the common-sense notion of identification with another person. Indeed, taking historical perspectives demands comprehension of the vast differences between us in the present and those in the past.

A worldview is defined as the generally accepted shared perspective by members of a cultural group. It explains why things happen. A worldview acts as a template providing people with a set of beliefs about the reality in which people find themselves.

Aspects of Historical Perspective-taking:

- a) Taking the perspective of historical actors depends upon evidence for inferences about how people felt and thought (avoiding presentism—the unwarranted imposition of present ideas on actors in the past). Empathetic leaps that are not based on evidence are historically worthless.
- b) Any particular historical event or situation involves people who may have diverse perspectives on it. Understanding multiple perspectives of historical actors is key to understanding the event.
- c) Taking the perspective of a historical actor does not mean identifying with that actor.

Guiding Questions:

- How does the accounting of historical events change when told from differing perspectives?
- What were the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past?
- How did their worldview affect their choices and actions?
- What values, skills, and forms of knowledge did people need to succeed?
- How did their worldview affect their choices and actions?

SCO1	<i>Learners are expected to ...</i>					
	describe how significant human and geographic features have shaped Canadian Identity.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. locate on a map of Canada places of historical significance ;(DT1)
- b. describe the historical significance of Canadian place names; (DT1)
- c. identify the unique characteristics of places of historical significance in Canada;
- d. describe the connection between where someone lives and how they live;
- e. outline the predominant physical features of the regions of Canada;
- f. explain the relationship between place and identity of Canadians;
- g. locate on a map of North America the traditional territories of First People (SCO2); and
- h. describe the influence of the land on First Nation, Inuit, or Métis identity. (SCO2)

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
	Communication		Technological Fluency	Creativity and Innovation	

Elaboration

This outcome focuses on the geographical concept of place which evaluates to the significance of locations and what they are like. National Geographic outlines three key components of place: location, locale, and a sense of place. Location is the position of a particular point on the surface of the Earth. Locale is the physical setting for relationships between people, such as Atlantic Canada or the Rocky Mountains. Finally, a sense of place is the emotion attached to an area based on the experiences of the people that live there.

This outcome considers the importance of a place or region to the study of Canada and its history and identity. The concept of place is more than geographical location. Place is an area having unique physical and human characteristics interconnected with other places. It includes exploring the connections that exist between the geographical location and physical characteristics of a location, as well as analysing the unique relationships that exist in and between the physical and human characteristics of a particular place.

Physical characteristics: Includes a description of such things as mountains, rivers, beaches, topography, climate, and animal and plant life of a place. If a place is described as hot, sandy, fertile, or forested, these terms all paint a picture of the location's physical characteristics.

Human characteristics: Includes the cultural features of a place. These features include land use, architectural styles, forms of livelihood, religious practices, political systems, common foods, local folklore, means of transportation, and methods of communication.

Every place is a product of its history and is therefore likely to foster connections based on individual life events or historical events. SCO1 is not designed to be an indepth study of Canadian geography but rather to allow students to develop a sense of place and put historical events into a geographical context.

Guiding Questions

- How do you define the concept of “place” in geography, and what elements contribute to the unique characteristics of a place?
- How do physical features, such as landforms, climate, and natural resources, shape the identity and characteristics of a specific place?
- How does human activity, including culture, history, and socio-economic factors, contribute to the distinctiveness of a place?
- How do people form emotional or psychological connections to a particular place, and what factors contribute to a sense of belonging or attachment to that place?

SCO2	<i>Learners are expected to ...</i>					
	demonstrate an understanding of the culture, traditions, and worldviews of the Mi'kmaq and other Indigenous Peoples.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada; (SCO4)
- b. locate on a map traditional First Nations and Inuit territories in the era prior to European arrival; (SCO1)
- c. identify the characteristics that make an Indigenous culture unique (SCO4);
- d. compare and contrast the characteristics of different Indigenous cultures in Canada prior to European contact (e.g., Elder’s role, two-spirited roles, men’s roles, women’s roles, children’s roles); (SCO4)
- e. demonstrate an understanding of the oral tradition as an important source of knowledge about Indigenous Peoples;
- f. describe beliefs that reflect Indigenous Peoples’ connections to the land and the natural environment; (SCO1) and
- g. describe the historical implications of Indigenous people based on the contributions, sacrifices and injustices of the past. (DT3)

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

The history of Canada begins with Indigenous peoples. The First People have lived on Turtle Island since time immemorial. Over 50 nations lived and thrived in North America for thousands of years before European contact. Each nation had its own cultural worldview, language, traditional teachings and history. As Canada's first peoples, Indigenous societies are unique in the Canadian narrative. Therefore exploration of the development and contributions of Indigenous societies is central to an understanding of Canadian Identity.

This outcome provides an opportunity for students to develop knowledge and understanding of the diverse cultures, traditions, identities, and lived experiences of the Indigenous Peoples of Canada. Indigenous is a collective name for the original peoples of North America and their descendants. In history texts, you often find the terms 'Aboriginal peoples' and Native peoples used. The Canadian Constitution recognizes three groups of Aboriginal peoples: First Nations, Inuit and Métis. These are three distinct peoples with unique histories, languages, cultural practices and spiritual beliefs. Content areas should explore the importance of autonomy and self-determination, and the range of relationships between Indigenous people.

In SOC7A students will build on the knowledge gained in the exploration of the Mi'kmaq way of life from grade 5 social studies which included exploring Indigenous culture in Atlantic Canada before and during their early contact with Europeans, which includes a focus on daily life, leadership, culture, and beliefs. This outcome creates the opportunity for students to explore other Indigenous cultures and draw on this prior knowledge. Students will also consider the traditional territories of First Peoples and their connections with the natural environment. As the students progress through SOC7A they will explore how the geography and development of the Canadian nation affected the diversity and dynamic nature of Indigenous identities, cultures, traditions, and communities.

Students will develop an understanding of the importance of empowerment in the fight for self-determination and autonomy of Indigenous Peoples and communities. Students may study historical and contemporary experiences of Indigenous Peoples, factors that influence non-Indigenous peoples' perceptions of Indigenous Peoples and cultures, and the effects of these perceptions. They learn about the range of interactions and relationships between Indigenous Peoples and non-Indigenous people, and the continued roles of Indigenous communities locally, regionally, nationally and internationally.

Guiding Questions

- What is the significance of oral traditions and storytelling in Indigenous cultures, and how do they contribute to the preservation of history and cultural knowledge?
- How have Indigenous peoples in Canada historically interacted with and adapted to their natural environment? (SCO1)
- What are some key cultural practices and traditions of different Indigenous groups in Canada, and how have they evolved over time? (DT2)
- What is the importance of Indigenous languages and efforts to revitalize and preserve them?
- What are the diverse spiritual beliefs and ceremonies practiced by Indigenous peoples in Canada, and how do they contribute to cultural identity and community cohesion?
- What are the current issues facing Indigenous peoples in Canada, and how are they being addressed? (SCO7)
- What is the relationship between Indigenous peoples and the land, and how has this relationship been impacted by colonization? (SCO1)

SCO3	<i>Learners are expected to ...</i>					
	demonstrate an understanding of the evolving relationship between the British and French settlers and the First Peoples of Canada in shaping Canada’s identity.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. describe the motivations of significant European explorers and traders in their search for new lands or the Northwest Passage; (DT1)
- b. locate on a map of Canada places of historical significance during early European colonization; (SCO1)
- c. identify reasons why Europeans expanded their territories to include North America;(DT4)
- d. describe the contributions of individuals in the settlement of Nouvelle-France; (DT1)
- e. describe the organization of the royal government in Nouvelle-France.; (SCO6)
- f. give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries; (DT4)
- g. describe the contributions of First Peoples to the development of Canada; (SCO2)
- h. describe the impact of European wars on First Peoples and French and British colonies in early Canada; (SCO1) (DT3)
- i. describe the reasons for and the impact of the Acadian deportation; (SCO3) (SCO5) (DT4) and
- j. describe the major events and impact of the British conquest of Nouvelle-France. (DT1)(DT4)

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

This outcome is an important aspect of understanding Canada's history and its development as a nation. It explores the complex and dynamic relationships between European colonial powers, particularly France and Great Britain, and the Indigenous peoples who inhabited the land before European contact. The outcome encourages students to delve into historical events, interactions, and policies that have shaped Canada's identity, institutions, and cultural landscape.

Through this outcome, students will examine the causes and consequences of European exploration and the impact of settlement in early Canada which is therefore complimentary to HT1 and HT4. SCO3 includes a focus on significant individuals and places of the period, as well as the daily life of French and British colonists and their relationships with First Peoples. Interaction between First Peoples and Europeans was a significant force in early Canadian history with lasting effects on the cultures and development of our country. Students will research and reflect on examples of interaction, exchange, conflict, cooperation, and mutual influence between the cultures of First Peoples and Europeans in early Canada. They also study the Acadian deportation, the settlement of Nouvelle-France, and the British conquest of Nouvelle-France. As students continue their exploration of Canada's early history they will investigate the influence of the fur trade on the exploration, westward and northward expansion, and historical development of Canada. This study includes a focus on explorers and other significant individuals and groups associated with the fur trade, social and economic aspects of the fur trade, the rivalry between the Hudson's Bay Company and North West Company, the rise of the Métis Nation, and settlement of the Red River colony.

This outcome will empower students to analyze historical events critically, appreciate diverse perspectives, and foster a sense of empathy and respect for Indigenous peoples and their experiences throughout Canada's history.

GUIDING QUESTIONS

- How did the arrival of French and British settlers in Canada impact the relationships with the First Peoples, and what were the initial interactions and exchanges between these groups? (SCO2)
- How did the French and British colonization strategies differ in their interactions with the First Peoples, and what were the implications of these approaches?
- How did the numerous treaties signed impact the relationships between the European powers and the First Peoples in Canada?
- What role did the fur trade play in the interactions and relationships between the French, British, and First Peoples, and how did it shape economic and social dynamics in Canada?
- How did the Seven Years' War, also known as the French and Indian War, affect the balance of power and relationships between France, Great Britain, and the First Peoples in Canada?

SCO4	<i>Learners are expected to ...</i>					
	analyse how political and cultural empowerment and disempowerment led to the struggle for responsible government in British North America.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. define empowerment and/or disempowerment;
- b. define responsible government;
- c. define power and authority and explain how each influences their own lives;
- d. identify and categorize sources of power and authority;
- e. identify groups that are empowered and disempowered in our society;
- f. demonstrate an understanding the concepts of social, political, economic, national and societal empowerment in Canada between time immemorial to 1900;
- g. analyse ways in which some social, economic, and/or political issues, events, and/or developments at the national level in Canada have affected the selected ethnic group; and
- h. analyse key changes in the citizenship rights of indigenous people and other traditionally disempowered people.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Not all Canadians have experienced being Canadian in the same way. This outcome provides an introduction to the overarching theme of SOC7A and Language Arts 7. Empowerment and disempowerment were chosen as a theme to help students develop a better understanding of the significant impact that authority and power have on our lives. The outcome is purposely articulated in a broad way to allow for adaptation to specific inquiries and diverse geographic locations. SCO4 requires students to engage in critical thinking and an inquiry process in order to build their own knowledge around what it means to be empowered or disempowered. Students will analyse sources of authority in the lives of Canadian citizens, both today and in the past, and consider how power and privilege are, and have been, distributed in our society. Students will be called on to ask questions, investigate problems, analyse information, and draw generalizations and conclusions about the role of empowerment in our history. They will consider guiding questions such as: Who had official authority? Who had the power? How did they use this power and authority? Was it used fairly? How did their decisions affect all Canadians? At the same time, students will be challenged to examine the role of power and authority in their own lives.

SCO4

In Social Studies 7, students will have the opportunity to examine social, political, economic, national and societal empowerment in Canada between time immemorial to 1900. An understanding of the unique nature of each of these types of empowerment is essential. At the same time, it is equally important to see how closely related and interconnected these types of empowerment are. They will explore the experiences of and challenges facing different groups, including First Nations, Métis, and Inuit communities, in Canada during this period, and will compare them to the experiences of contemporary Canadians. The theme of empowerment within this unit is intended to encourage active student inquiry with historical content and critical thought about the future of Canada. Students are asked to incorporate historical thinking strategies and concepts to help them build upon their prior knowledge of Canadian history. This outcome is not intended to be addressed in isolation, but these skills and understanding will unfold as students embark upon their investigations into Canadian history.

GUIDING QUESTIONS

- What were the key political and cultural factors that influenced the relationship between the British colonial authorities and the inhabitants of North America in the 18th and 19th centuries?
- How did the British colonial authorities control and govern British North America, and what impact did their policies have on the political and cultural empowerment of the local population?
- What were the responses and actions of the British government in the face of the demands for responsible government in British North America?
- How did the struggle for responsible government impact the cultural and political identity of the regions within British North America, such as Upper Canada (Ontario), Lower Canada (Quebec), and the Maritime provinces?

SCO5	<i>Learners are expected to ...</i>					
	demonstrate an understanding how emerging political and economic structures led to Confederation.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada. Include: Durham Report, Act of Union, establishment of responsible government, French-English relations; (DT1)
- b. demonstrate an understanding of the cause and consequence of political events leading to Confederation;
- c. demonstrate an understanding of the cause and consequence of economic events leading to Confederation;
- d. describe the roles of individuals in building Canadian Confederation;
- e. explain the significance of the British North America Act 1867. Examples: federal system of government, constitutional monarchy, British-style parliament: (DT1);
- f. demonstrate an understanding of the historical roots of the structure, operation, and democratic processes of government in Canada; and
- g. describe the main features of the Canadian government.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential
Communication	Technological Fluency	Creativity and Innovation	Graduation	Competencies	

ELABORATIONS

This outcome will explore the foundations of modern Canadian democratic society. This outcome aims to provide curriculum writers with a comprehensive framework for teaching Canadian Confederation, incorporating both its causes and consequences. By exploring the key factors that led to Confederation and examining the long-term impacts it had on Canada, students will gain a deeper appreciation of the challenges and achievements that shaped the nation.

The key areas to explore in the examination of the road to Confederation should include:

- **Historical Context** - expansion of the railway, the American Civil War, the threat of American expansionism, and growing tensions with Great Britain around the defence of the colonies of BNA.
- **Socio-Cultural Factors** - the Fenian Raids and the challenges posed by cultural and linguistic diversity.
- **Political Factors** - the Charlottetown Conference and Maritime Union, the Quebec Conference and the end of the reciprocity Treaty with the USA.

Students may always utilize the Historical Thinking Concept of Cause and Consequence to explore the intended and unintended results of the creation and subsequent expansion of the Dominion of Canada.

The teaching of Canadian Confederation provides students with a unique opportunity to understand the complexities of nation-building and the historical forces that shaped Canada. By exploring the causes and consequences of Confederation, students will develop a deeper appreciation for the challenges faced by early Canadians and the enduring impact of Confederation on the nation's political, economic, and social landscape. Through this outcome and integrating the Historical Thinking Concepts, teachers can empower students to critically analyze historical events, recognize their influence on the present, and foster a sense of national pride and unity.

Guiding Questions

- What were the key factors that led to the Confederation of the British North American colonies into Canada? (DT1)
- How did the challenges faced by the British North American colonies contribute to the discussions and decisions regarding Confederation?
- What role did the development of railways play in fostering the idea of Confederation?
- What were the main outcomes and agreements reached during the Charlottetown and Quebec Conferences?(DT3)
- What were the impacts of Confederation on Indigenous peoples, and how have these consequences shaped the ongoing relationship between Indigenous peoples and the Canadian government? (DT3)(SC02)
- What are the ongoing debates and discussions surrounding Confederation's legacy, and how do different perspectives shape our understanding of its significance in Canadian history? (DT2)

SCO6	<i>Learners are expected to ...</i>					
	analyse the experiences, perspectives, challenges and contributions of diverse social and cultural communities in shaping Canada’s identity.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. identify global factors that influenced immigration to Canada. (E.g., political and social issues, famine, increasing populations); (DT4)
- b. analyse the roots of multiculturalism as it applies to race, ethnicity, diversity, and national identity in Canadian society;
- c. describe various ways in which ethnic groups have contributed to culture and identity in Canada;
- d. explain how similarities and differences among people and communities have contributed to a changing Canadian Identity; (DT3)
- e. analyse challenges and opportunities associated with preserving cultural diversity in Canada.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

In SCO6 students will analyze the concept of “identity” and the perspectives of various cultural groups in Canada. Learners will reflect on the idea of a Canadian Identity and what does it mean to be Canadian? They will have discovered in SCO4 that not 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.

Exploring culture, diversity and identity allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students’ development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others’ cultural, linguistic and social communities. This outcome provides students with a lens through which they can examine the cultural experiences of people in their communities, Canada, and the world.

The terms diversity and multiculturalism are often used interchangeably. In fact, there are major differences between the two. Diversity is defined as the differences between people such as race, gender, sexual orientation, religion, background, socioeconomic status, and much more. Multiculturalism embodies the institutionalization of cultural diversity. It refers to the historical evolution of cultural diversity within a jurisdiction; in Canada. Canada is one of the world’s most multicultural societies. Multiculturalism exists when people accept and encourage many cultures to thrive in society.

Cultures are dynamic and change over time. Appreciation of culture is integral to an understanding of one’s self and who we are as a nation and how we have grown. The study of culture allows students to explore perspectives about traditions, beliefs, and values. Through this understanding, students are better equipped to recognize the similarities of their cultural traditions to those of others and to understand the reasons for the differences.

Guiding Questions

- How did immigration patterns and policies shape the cultural diversity of Canada, particularly during significant waves of immigration in the 19th century? (DT4)
- What were the push and pull factors that attracted immigrants from different regions of the world to settle in Canada? (DT4)
- How have the cultural traditions, languages, and customs of various immigrant groups contributed to the development of Canada’s cultural mosaic?(DT4)(DT5)
- How has the concept of a cultural mosaic, which emphasizes cultural diversity and integration, contributed to Canada’s national identity and sense of belonging.
- How can a deeper understanding and appreciation of Canada’s cultural diversity contribute to social cohesion, inclusivity, and the fostering of intercultural understanding within Canadian society?

SCO7	<i>Learners are expected to ...</i>					
	analyse continuing and re-emerging issues in Canada’s history					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. describe issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues; (DT4)
- b. explain how emerging issues impact the quality of life, citizenship and identity in Canada;
- c. identify important issues that persist in Canadian society; (DT1)(DT3)
- d. explain the significance of events, people, places, and objects; (DT1)
- e. identify multiple perspectives on an issue; (DT4) and
- f. analyse issues of historical significance in terms of their causes and impact. (DT1)(DT3)

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

Keeping abreast of current events is an essential part of helping young people to be informed and engaged participants in a democratic society. This outcome promotes the use of current events resources to foster thoughtful classroom conversations and build your students' capacities for critical thinking, emotional engagement, ethical reflection, and historical understanding.

The integration of current events and issues into the curriculum will help students make connections between what they are learning in class and past and present-day local, national, and global events, developments, and issues. Examining current events helps students analyse controversial issues, understand diverse perspectives, develop informed opinions, and build a deeper understanding of the world in which they live. In addition, investigating current events will stimulate students' interest in and curiosity about the world around them. The inclusion of current events in social studies, history, civics and geography will help keep the curriculum a relevant, living document.

7SOCA aims to foster the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

Guiding Questions

- What are the main issues or events currently capturing public attention and why?
- What are the underlying causes or factors contributing to the current events? (DT3)
- How are various stakeholders, such as governments, organizations, or individuals, responding to the current events?
- What lessons can be learned from the current events, and how can they inform future decision-making or actions?
- Are there any ethical considerations or dilemmas associated with the current events?
- What are the potential long-term implications or changes that could result from the current events?

SCO8	<i>Learners are expected to ...</i>					
	evaluate issues, events, and developments in the shaping of Canadian Identity using the inquiry process and the Concepts of Historical Thinking.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. identify significant issues and perspectives in an area of inquiry of historical significance;
- b. use the inquiry process to evaluate information from a range of primary and secondary sources;
- c. evaluate the historical significance of individuals, events or developments; (DT1)
- d. analyze continuity and change for issues, events, or developments; (DT2)
- e. evaluate the cause and consequence of events, decisions and actions; (DT3)
- f. evaluate historical perspective and accounts from different individuals and groups; (DT4)
- g. analyse and evaluate arguments for bias, accuracy and validity; and
- h. support arguments with evidence and explanations.

✓	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	✓	Essential Graduation Competencies
✓	Communication	✓	Technological Fluency	✓	Creativity and Innovation		

In order to explore Canadian history at a deeper level, students will use the inquiry process. Traditionally, our social studies students have been relegated to the role of note-takers and record-keepers. They read and write down information, memorize it, and then recall it on some form of summative assessment. In inquiry-based social studies, students explore complex and opened-ended questions. When students investigate these questions, they aren't acting as record keepers but as social scientists seeking to understand the world and share this understanding with others. As they investigate, students build knowledge that is deep and lasting, because their learning connects to their curiosities and interests – and because it has a real-world purpose: They use it to inform others, improve their community, or help set goals for the future.

Students will develop their ability to use the concepts of historical thinking when analyzing issues, events, and developments of historical significance. They will apply this process and related skills in a variety of contexts throughout the course, thereby enhancing their ability to solve problems and to be critically thoughtful and collaborative citizens in the various communities to which they belong. Students will use this process to investigate events, developments, and issues; find solutions to problems; reach supportable conclusions, and develop plans of action. The inquiry process has five basic components.

INQUIRY PROCESS OVERVIEW

Formulate questions: Formulate questions related to the applicable overall expectation in order to identify the focus of their inquiry.

Gather and organize: Collect and organize relevant data, evidence, and/or information from primary and secondary sources and/or field studies.

Interpret and analyse: Analyse the data, evidence, and information using different types of graphic organizers as appropriate.

Evaluate and draw conclusions: Synthesize data, evidence, and/or information, and make informed, critical judgments based on that data, evidence, and/or information.

Communicate: Communicate judgments, decisions, conclusions, predictions, and/or plans of action clearly and logically.

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