

# 9SOCA



## GRADE 9 SOCIAL STUDIES GLOBAL CONNECTIONS



# Curriculum Guide



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## INTRODUCTION

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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 learners 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 learners to achieve all 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, rule of law, and civic rights and responsibilities. The social studies curriculum promotes learners' growth as individuals and citizens of Canada in an increasingly interdependent world. It provides opportunities for learners 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 learners to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower learners 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 learners 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;
- promotes the effective learning and teaching of social studies for learners.

### Essential Graduation Competencies

Curriculum is designed to articulate what learners are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Lifelong Learning 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

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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

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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

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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

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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.



# CURRICULUM DESIGN

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## General Curriculum Outcomes

General curriculum outcome statements articulate what learners 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	<b>Citizenship, Power, and Governance</b> Learners 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	<b>Individuals, Societies, and Economic Decisions</b> Social studies provides learners with the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision-making.
GCO 3	<b>Culture and Diversity</b> Learners 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	<b>Interdependence</b> Learners 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	<b>People, Place, and Environment</b> Learners will be expected to demonstrate an understanding of the interactions among people, places, and the environment.
GCO 6	<b>Time, Continuity, and Change</b> Learners will be expected to demonstrate an understanding of the past, and how it affects the present and the future.

## CURRICULUM DESIGN

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### Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what learners 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 learner performance and are the basis for the assessment of learner 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 aid in defining and demonstrating 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 learner for that particular outcome. Achievement indicators provide clarity for understanding and ensure instructional design is aligned to the SCO.

When planning for instruction, teachers must be mindful of the complete set of achievement indicators in order to fully understand the breadth and depth of the outcome. Teachers may alter, or add to, the existing indicators to be responsive to the interests, lives, and prior knowledge of learners. It is important to note that changes to the given indicators must be reflective of, and consistent with, the intended breadth and depth of the outcome.

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.

# CURRICULUM DESIGN

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## Bloom’s Taxonomy

Bloom’s Taxonomy was published in 1956 as a framework for the purpose of 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 learners 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 learners, 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

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### 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: DESCRIBE; cognitive process: UNDERSTANDING

SCO 4—describe the challenges of population growth.

### 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:

Specific curriculum outcome (SCO)

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

Essential Graduation Competencies Map

## POPULATION

<b>SCO4</b>	<i>Learners are expected to ...</i>					
	<b>describe the challenges of population growth</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Cognitive process level for this particular SCO

### Achievement Indicators

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

- a. identify key environmental issues (e.g., climate change, deforestation, pollution, biodiversity loss);
- b. describe how human activities such as industrialization, deforestation, and urbanization contribute to environmental issues;
- c. summarize the role of natural processes (e.g., volcanic eruptions, ocean currents) in environmental changes; and
- d. explain the connections between population growth and resource consumption in relation to environmental impact.

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

## 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 learners' 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 learners in self-assessment and setting goals for their own learning (formative)
- assessment of learning to determine learner 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 analysing 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 learners;
- are appropriate for the purpose of instruction and learning strategies used;
- are explicit and communicate to learners and parents the expectations and criteria used to determine the level of achievement;
- are comprehensive and enable all learners 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 learners;
- allow for relevant, descriptive, and supportive feedback that gives learners clear directions for improvement, and engages learners 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.

Learners 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 learners to reflect on their progress, evaluate their learning, and set goals for future learning.

## SOCIAL STUDIES LEARNING ENVIRONMENT

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### 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 learners, 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).

Learners will experience a sense of belonging and emotional safety when teachers develop a supportive atmosphere where learners 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 learners understand and connect with their thoughts, emotions, and strengths and how they influence behaviour;

**Self-Management** entails skills and attitudes that help learners to regulate emotions and behaviours. Integrating self-management involves developing learners' 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 learners 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 learners 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.

## SOCIAL STUDIES LEARNING ENVIRONMENT

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### 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) learners can extend the understanding of the linguistic diversity of all learners. When the language, prior knowledge, and culture of EAL learners are valued, respected, and incorporated into learning, the learning environment is enhanced.

Supportive learning includes classroom practices that affirm cultural values and leverage learners' 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 learners 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 learners. Providing learners 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 learners. 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 learners 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 on citizenship, educators can help learners 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 learners 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 on citizenship and encourage learners 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.

# SOCIAL STUDIES LEARNING ENVIRONMENT

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## The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's learners 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 learners bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all learners 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 learners 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, learners 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 learners 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

Learners 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, learners 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. Learners 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. Learners 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, learners will be expected to participate in inquiry and problem-solving situations. Learners will be provided with direct and vicarious

## SOCIAL STUDIES LEARNING ENVIRONMENT

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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, learners 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 learner interests, and that also encourage learners to question their knowledge, assumptions, and attitudes. In doing so, learners 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 learners' 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 learners. The curriculum should provide for the inclusion of the interests, values, experiences, and language(s) of each learner 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, learner diversity is both recognized and valued. All learners 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 learners 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 learners partake in intricate inquiry processes, exploring intricate questions that might not always have straightforward answers.

In subjects within the social studies curriculum, learners 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 learners 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 learners 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 learners 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, learners 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 learners 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.

## SOCIAL STUDIES LEARNING ENVIRONMENT

Disciplinary literate learners critically analyse 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 learners 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, learners 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 learners 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 learners 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, learners 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 learners to introspect and assess their learning. As they cultivate practical, relational, communicative, and critical thinking abilities, learners 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, learners are encouraged to apply their acquired knowledge and skills authentically.

## SOCIAL STUDIES LEARNING ENVIRONMENT

### 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 learners 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	Spatial 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
<b>Evidence &amp; Interpretation:</b> evaluate multiple media sources for purpose, message, accuracy, bias, and intended audience.				
<b>Ethical Considerations:</b> 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

## The Concepts of Geographic Thinking

The four Concepts of Geographic Thinking – spatial significance, patterns and trends, interrelationships, and geographic perspective – underpin thinking and learning in all renewed PEI geography curricula. They are inherent to applying geography as opposed to simply learning facts

SPATIAL SIGNIFICANCE	PATTERNS AND TRENDS
<ul style="list-style-type: none"><li>• identify where places are located on the earth’s surface</li><li>• determine the unique characteristics of places based on natural and/or human characteristics</li><li>• analyse the spatial distribution of various elements of the Earth system, e.g., people, plants, animals, resources, and physical processes</li></ul>	<ul style="list-style-type: none"><li>• identify similar characteristics that repeat within a natural or human environment [patterns]</li><li>• analyse characteristics (spatial, social, political, economic, physical environmental) of a particular place over a period [trends]</li><li>• examine changes that occur within and between places, processes, and/or characteristics over time [transitions]</li></ul>
INTERRELATIONSHIPS	GEOGRPAHIC PERSPECTIVES
<ul style="list-style-type: none"><li>• identify connections that exist within natural and human environments</li><li>• identify connections between natural and human environments</li><li>• recognize that the interconnected parts of an environment work together to form a system</li><li>• determine the relationships that exist within a system</li><li>• analyse the relationships that exist between systems to determine the impacts that systems have on one another</li></ul>	<ul style="list-style-type: none"><li>• identify the spatial and ecological context of geographic issues, events, developments, and phenomena</li><li>• identify potential interest holders and recognize their points of view</li><li>• investigate and analyse issues through a holistic lens by integrating other disciplinary perspectives (e.g., economic, political, cultural, social, environmental, Indigenous)</li><li>• use geographic information, skills, and data to solve problems, make decisions, and formulate plans of action</li></ul>

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## Introduction to Inquiry-Based Learning

Inquiry-Based Learning (IBL) allows learners 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 learners gather and process new information, redirect their inquiries, and continue through the process. Inquiry into a global issue will require learners 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 learners 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 learner inquiry, as may information from other sources. A research plan will ensure that learners 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.

# 9SOCA



GRADE 9 SOCIAL STUDIES

GLOBAL CONNECTIONS



## Curriculum Guide



# SOCIAL STUDIES 9SOCA OVERVIEW

## Course Description

9SOCA focuses on geographical thinking and the impact of globalization, equipping learners with skills to analyse and understand the interconnectedness of our world. Learners will utilize geographical tools and techniques to analyse settlement patterns, population growth, and environmental challenges. 9SOCA learners will explore globalization's effects on culture, human rights, and inequality, emphasizing current global events. Finally, learners will engage in sustainable practices, social action, and geographic inquiry to address global issues and seek solutions for a more equitable and sustainable world.

Table 5. 9SOCA Units of Study

<b>Disciplinary Thinking</b>	Learners are introduced to the four concepts of geographical thinking—spatial significance, patterns and trends, interrelationships, and geographic perspective—that underpin all thinking and learning in geography, which serve as the foundation of geographical inquiry. Teachers are encouraged to use the Geographic Thinking Concepts to extend and deepen specific geographic skills.
<b>Geographical Information</b>	Learners will develop skills to analyse geographical information using tools such as maps, graphs, and digital technologies. Through hands-on activities and real-world examples, they will interpret spatial data, identify patterns, and communicate their findings to better understand the relationships between people and places.
<b>Population</b>	Learners will explore how both natural and human factors shape where and how communities develop around the world and analyse global settlement patterns and consider the complex challenges posed by population growth.
<b>Sustainability</b>	Learners will identify an environmental issue that has global dimensions and investigate the link between the local and the global in analysing both the causes and effects of environmental issues that transcend borders. Learners are also asked to apply the concept of sustainable development in assessing strategies to meet these challenges.
<b>Global Citizenship</b>	Learners will be introduced to the concept of universal human rights and examine the extent to which globalization has made us more aware of the rights of others. This, in turn, will provide learners with tools to advance the struggle for a more socially just and equitable world. Learners will use Canada's residential school system as an example of human rights abuses that have occurred closer to home and its ongoing legacy.
<b>Social Action</b>	Learners will investigate issues, events, and developments of geographical importance by utilizing the geographic inquiry process and the concepts of geographic thinking. Learners take age-appropriate action to demonstrate their understanding of global citizenship. Using an inquiry approach, learners select a global/local issue that is of personal interest, gather sources and information to become knowledgeable about the issue, develop and institute a plan in response to the perceived need, and then reflect upon the experience.

# SOCIAL STUDIES 9SOCA OVERVIEW

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## WHAT IS GEOGRAPHY?

Geography is a field that offers a unique methodology for organising and analysing information about the location, distribution, patterns, and interactions of Earth’s physical and human features. It is a complex discipline beyond knowing provinces, capitals, continents, and physical features. It is the study of places and the relationships between people and their environments.

Charles Gritzner’s definition of geography as “the study of what is where, why there, and why care?” captures the essence of this field. This definition encompasses all traditional geographic subjects, themes, traditions, and paradigms. Ultimately, geography strives to understand the location, reasons, and evolution of physical and human phenomena over time. All geographic inquiry begins with the spatial question, “Where?” Scientific analysis asks, “Why?” Humans need to know, begs the question, “Why care?” This definition clarifies the relationship between geography’s spatial methodology, as the core of geographic analysis, and other aspects of the discipline.

Geography seeks to understand where things are found, why they are there, and how they develop and change over time. It is an interdisciplinary field that uses tools and techniques from various disciplines, including mathematics, statistics, physics, biology, geology, and social sciences, to analyse and interpret spatial data. With the advent of Geographic Information Systems (GIS), remote sensing, and other geospatial technologies, geography has become a critical tool for solving complex problems related to natural resource management, environmental conservation, urban planning, public health, and disaster management.

The study of geography requires a specific set of skills. Geographers use the geographic inquiry model to conduct investigations and employ the concepts of geographic thinking to understand data and information.

Geographic inquiry begins by asking complex, open-ended questions that guide research and discussion. Geographic inquiry addresses three main questions:

<b>What is where?</b>	This question helps us to understand . . . <ul style="list-style-type: none"><li>• what are the features of the physical environment?</li><li>• where is it located?</li><li>• where is something in relation to the places around it?</li></ul>
<b>Why there?</b>	This question helps us to understand . . . <ul style="list-style-type: none"><li>• how were the physical features created?</li><li>• what is the connection between people and places around the geographic feature?</li><li>• what are the patterns of the geographical feature?</li><li>• how have humans changed the geographical feature?</li></ul>
<b>Why care?</b>	This question helps us to understand . . . <ul style="list-style-type: none"><li>• why is it important to know about this issue?</li><li>• how can we make our world a better place to live?</li><li>• what rights and responsibilities do we have as global citizens?</li></ul>

## SOCIAL STUDIES 9SOCA OVERVIEW

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### THE GEOGRAPHICALLY INFORMED CITIZEN

Geography is an important aspect of social studies education and provides a relevant context for the values and attitudes that are fundamental to the development of an informed, active, and engaged global citizen. Canadian Geographic defines a geographically informed citizen as one who has an understanding of the human journey and humanity's place within the world, staying informed about the systems and processes of our changing planet, and respecting and acknowledging the uniqueness and vulnerability of our planet's wildlife.

#### A geographically informed citizen will:

- **recognize** that all living things depend on healthy ecosystems;
- **recognize** that sustainability is both an individual and collective responsibility;
- **foster** responsible stewardship by developing an appreciation and respect for both natural and built environments;
- **investigate** ways in which stewardship contributes to sustainability;
- **participate** critically and act creatively to determine more sustainable ways of living;
- **acknowledge** that worldviews that value diversity and social justice are essential for achieving sustainability;
- **apply** problem-solving to geographic issues for the common good; and
- **apply** geospatial skills to participate in democratic processes.

### GEOGRAPHICAL THINKING CONCEPTS

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

Thinking geographically means thinking critically. This means that the study of geography involves much more than simply retrieving facts, or re-searching for answers that others have already found. Learners 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 learners make “reasoned judgments” to reach a justifiable conclusion to their inquiry. Learners need to learn to use a variety of thinking strategies to help them sort and interpret various forms of information. 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 learners through this thought process is to provide engaging critical challenges as they interact with new information.

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

The geographical 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 geography) in the classroom. There is an opportunity for diagnosis and remediation within the context of the learning activities in the classroom. Through integration and application, these skills can be improved and refined. Teachers should work closely with learners to ensure that their suggestions for research are appropriate and reasonable. Teachers can also help learners 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

## SOCIAL STUDIES 9SOCA OVERVIEW

### Outcome Summary

The outcomes of 9SOCA 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 9SOCA

Unit	Code	Learners are expected to ...
<b>Disciplinary Thinking</b>	DT1	evaluate the significance of places by identifying the physical and human features that characterize them.
	DT2	analyse how human and environmental factors and events influence each other.
	DT3	analyse human and natural environments for continuity and change.
	DT4	evaluate the environmental, economic, political, and social implications of issues, events, developments, and/or phenomena.
<b>Geographical Information</b>	SCO1	analyse geographical information using appropriate and relevant geographical tools.
	SCO2	communicate geographical information using a variety of strategies, tools and technologies.
<b>Population</b>	SCO3	explain how natural and human factors influence settlement patterns.
	SCO4	describe the challenges of population growth.
<b>Sustainability</b>	SCO5	explain factors contributing to environmental issues.
	SCO6	evaluate ways that individuals and communities can become more sustainable.
<b>Globalization</b>	SCO7	demonstrate an understanding of globalization’s historical and contemporary benefits and challenges.
	SCO8	analyse the historical and contemporary impacts of globalization of culture.
<b>Global Citizenship</b>	SCO9	evaluate factors that contribute to global inequalities.
	SCO10	analyse the relationship between universal human rights and globalization.
	SCO11	analyse current issues of geographical significance from a variety of sources and multiple perspectives.
<b>Social Action</b>	SCO12	analyse various local and global contributions and ways people can affect societal change.
	SCO13	develop a plan to address a global or local issue of personal interest utilizing the Concepts of Geographical Thinking.

# SOCIAL STUDIES 9SOCA OVERVIEW

## 9SOCA 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 learner 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 9SOCA

Unit/Domain	Remember	Understand	Apply	Analyse	Evaluate	Create	Unit/Domain Weight
<b>*Disciplinary Thinking</b>					DT1		<b>Formative</b>
				DT2			
				DT3			
					DT4		
<b>Geographical Information</b>				SCO1			<b>10%</b>
			SCO2				
<b>Population</b>		SCO3					<b>10%</b>
		SCO4					
<b>Sustainability</b>		SCO5					<b>20%</b>
					SCO6		
<b>Globalization</b>			SCO7				<b>25%</b>
				SCO8			
<b>Global Citizenship</b>					SCO9		<b>25%</b>
				SCO10			
				SCO11			
<b>*Social Action</b>				SCO12			<b>10%</b>
						SCO13	

\*The Disciplinary Thinking unit functions as the lens through which the content of 9SOCA 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 learners progress. Assessment of the Disciplinary Thinking Concepts will occur summatively through the inquiry process in SCO13.

DISCIPLINARY THINKING

<b>DT1</b>	<i>Learners are expected to ...</i>					
	evaluate the geographic significance of places by identifying the physical and human features that characterise them.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. identify a location’s natural and human characteristics;
- b. explore the connections between the geographical location and physical characteristics of a site;
- c. determine the unique characteristics of places;
- d. identify characteristics that can be used to define an area as a region; and
- e. analyse the spatial distribution of various elements of the Earth system, e.g., people, plants, animals, resources, and physical processes

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

## ELABORATIONS

This concept requires learners to assess why certain places take on a larger significance in local, national, or global contexts by encouraging learners to recognize how a place’s natural landscape and human characteristics make it important for people, ecosystems, or economic systems. Learners should explore various areas to understand how factors like climate, landforms, population patterns, resource use, and infrastructure shape a place’s role in the world.

### Instructional Intent and Parameters

This outcome is designed to guide learners in:

#### Understanding Geographic Significance

Learners will discover that places are considered significant when they are connected to people’s lives in meaningful ways. This includes locations that are culturally important, economically valuable, environmentally sensitive, or historically influential. Learners will examine how physical and human features contribute to this significance.

#### Identifying Physical Features

Learners will recognize and describe physical characteristics such as landforms (mountains, plains, rivers), climate zones, natural resources, and ecosystems. They’ll explore how these features affect human settlement, agriculture, transportation, and vulnerability to natural hazards.

#### Identifying Human Features

Learners will examine characteristics created or influenced by people. These may include population density, language, religion, political borders, land use, buildings, and transportation networks. Learners will learn how these features reflect cultural, economic, and political decisions.

Learners can apply the concept of spatial significance by asking and answering questions like:

- What makes this place important?
- How do its features support or challenge human life?
- Why do people live here—or avoid living here?
- How has this place changed over time, and why?

Through an understanding of the concept of spatial significance, learners should be able to explain why certain places matter and back up their reasoning with evidence from both natural and human geography. They’ll also build an understanding of how the value of places is shaped by human needs, actions, and interpretations.

DISCIPLINARY THINKING

<b>DT2</b>	<i>Learners are expected to ...</i>					
	analyse how human and environmental factors and events influence each other.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. identify connections between natural and human environments;
- b. recognize that the interconnected parts of an environment work together to form a system;
- c. determine the relationships that exist within a system; and
- d. analyse the relationships that exist between systems to determine the impacts that systems have on one another.

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

## ELABORATIONS

This concept focuses on helping learners understand the dynamic relationship between people and the environment. It encourages them to think geographically about how human actions affect the environment and how environmental conditions shape human decisions, behaviours, and settlements. The goal is to build awareness of the mutual impact between human and natural systems. This outcome supports learners in thinking critically about the world they live in and recognizing the consequences of human activity on the planet.

### Instructional Intent and Parameters

This outcome is designed to guide learners in:

#### Recognizing Human Impacts on the Environment

Learners will explore how population growth, industrial activity, transportation, agriculture, and urbanization contribute to environmental changes like deforestation, water pollution, climate change, and loss of biodiversity.

#### Understanding Environmental Influences on Humans

Learners will examine how environmental factors like climate, landforms, natural resources, and extreme weather events influence where and how people live. This may include looking at patterns of settlement, economic activities like farming and mining, and responses to events such as wildfires, floods, or droughts.

#### Analysing Case Studies and Real-World Events

Learners will investigate specific examples where human and environmental systems interact. These could include wildfires in western Canada, rising sea levels affecting coastal communities, drought impacting food production, or how infrastructure development affects animal habitats. Using real-world data and news stories helps make the learning relevant and concrete.

#### Exploring Interdependence and Feedback Loops

Learners will begin to understand how cause and effect in human-environment relationships often work in cycles. For example, cutting down forests can lead to soil erosion, which affects agriculture, which may lead to more land being cleared. Recognizing these loops helps learners think beyond one-time causes and effects.

#### Applying Geographic Tools

Learners will use maps, satellite images, graphs, and data sets to identify patterns and relationships between human and environmental factors. This will support them in drawing conclusions and making evidence-based observations.

#### Connecting to Sustainability and Responsibility

The outcome supports learners in recognizing their roles and responsibilities as individuals in these systems. They will consider how personal and collective choices, like consumption habits, energy use, or community planning, can either reduce or increase environmental harm.

This outcome helps learners to ...

- think critically about the connections between people and the planet.
- use evidence to explain how humans and environments affect each other.
- build the foundations for discussions about sustainability, climate change, and global interdependence.

By the end of this outcome, learners should understand that the relationship between humans and the environment is not one-way—it's a constant interaction. This awareness is key to preparing them for future decision-making and civic engagement in a globalized world.

DISCIPLINARY THINKING

<b>DT3</b>	<i>Learners are expected to ...</i>					
	<b>analyse human and natural environments for continuity and change.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. recognize characteristics that are similar and that repeat themselves in a natural or human environment (patterns);
- b. recognize characteristics or traits that exhibit a consistent tendency in a particular setting over a period of time (trends);
- c. identify characteristics that are similar and repeat within and between places or regions;
- d. determine if these characteristics repeat over time;
- e. determine the importance of why the characteristics are similar and/or repeat; and
- f. analyse changes that occur within and between places, processes, and/or characteristics over time.

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

## ELABORATIONS

This concept focuses on helping learners understand how both natural landscapes and human systems change over time and how some aspects remain constant. It emphasizes the importance of examining patterns in both the physical world (e.g. landforms, climate, ecosystems) and in human activity (e.g. settlement, industry, migration). The goal is for learners to use geographic thinking to track and explain what has changed, what has stayed the same, and why that matters.

By studying these patterns, learners will build a stronger understanding of how environments evolve and how human decisions affect, and are affected by, those changes. This outcome supports broader learning about sustainability, resilience, and responsible decision-making in a globalized world.

### Instructional Intent and Parameters

This outcome is designed to guide learners in:

#### Identifying and Describing Change Over Time

Learners will look at how physical and human landscapes have changed. For example, they might compare historical and modern maps or satellite images to observe urban expansion, deforestation, or shifts in population. They'll also explore what factors—natural or human—led to those changes.

#### Recognizing Continuity

Not everything changes. Some land uses, settlement patterns, or cultural practices persist over time. Learners will identify these and consider what allows some things to stay the same while others shift.

#### Connecting Human and Natural Systems

Learners will analyse how physical geography influences human choices (e.g. building cities near rivers) and how human activity can reshape the environment (e.g. mining, dam construction, agriculture), which reinforces the two-way relationship between people and the environment.

#### Using Geographic Tools to Track Change

Learners will work with maps, graphs, images, and data sets to detect and describe patterns of continuity and change. These tools help learners interpret complex information and draw conclusions supported by evidence.

This outcome builds on map and tool skills, and supports later outcomes focused on sustainability, inequality, and globalization. It gives learners a framework to analyse both historical and current events through a geographic lens. Teachers can support this outcome by:

- Encouraging learners to ask questions like, “What has changed in this place, and why?” or “What has stayed the same, and how?”
- Using case studies that show real-world change—like the shrinking of the Aral Sea, urban growth in Toronto, or changes in agricultural land use.
- Developing projects that compare past and present data, such as population maps, climate records, or land use diagrams.
- Introducing vocabulary like “modification,” “adaptation,” “persistence,” “erosion,” “urbanization,” and “infrastructure.”

By the end of this outcome, learners should be able to explain how and why environments change, recognize patterns of continuity, and connect those patterns to human and natural forces. They'll also better understand how geography helps us respond to and shape the world around us.

DISCIPLINARY THINKING

<b>DT4</b>	<i>Learners are expected to ...</i>					
	<b>evaluate the environmental, economic, political, and social implications of the issues, events, developments, and/or phenomena.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. identify the spatial and ecological context of geographic issues, events, developments and phenomena;
- b. identify potential interest holders and recognize their points of view;
- c. investigate and analyse issues through a holistic lens by integrating other disciplinary perspectives (e.g., economic, political, cultural, social, environmental, Indigenous).
- d. use geographic information, skills and data to solve problems, make decisions, and formulate plans of action; and
- e. analyse the multiple points of view of the geographic issue.

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

## ELABORATIONS

This concept focuses on helping learners understand how major global and local issues connect to different aspects of life. It asks learners to examine real-world situations such as climate change, trade relationships, conflicts, or technological innovations and evaluate their impacts through multiple lenses. Learners should consider not only what is happening, but also why it matters and who is affected. The concept of geographic perspective builds on learners' growing ability to ask critical questions, analyse evidence, and understand the interconnected nature of the modern world.

This concept pushes learners to see the complex relationships between people, places, and systems and to understand how decisions in one area can cause changes across others. It also helps learners develop the habit of evaluating events from multiple perspectives and understand trade-offs and consequences.

### Instructional Intent and Parameters

This outcome is designed to guide learners in:

#### Making Connections Across Themes

Learners will explore a range of contemporary and historical issues (e.g., rising sea levels, global supply chains, migration crises, or international agreements) and assess their environmental, economic, political, and social implications. For example, when studying resource extraction, learners might examine its environmental cost, its economic benefit, its connection to land rights, and its impact on nearby communities.

#### Analysing from Multiple Perspectives

Learners will learn to identify and evaluate different interest holder perspectives. These could include governments, corporations, Indigenous communities, NGOs, workers, or families. The goal is to help learners understand how outcomes of events or developments are not experienced equally by everyone and how power and inequality play a role in shaping consequences.

#### Using Evidence to Support Judgments

Learners will gather and interpret data, visuals, and case studies to make informed evaluations. This includes drawing on news articles, infographics, primary documents, or thematic maps to compare impacts and support conclusions. Learners will move beyond opinion to reasoned judgment, grounded in evidence.

Teachers can support this outcome by encouraging learners by ask guiding questions, like:

- Who benefits and who is harmed by this issue?
- What are the short- and long-term consequences?
- How does this connect to other places or systems?

With an understanding of the concept of Geographic Perspective learners should be able to think critically about global and local issues, recognize their complexity, and explain how those issues shape—and are shaped by—environmental, economic, political, and social factors. This kind of thinking prepares learners to better understand the world and their role in it.

<b>SCO1</b>	<i>Learners are expected to ...</i>					
	<b>analyse geographical information by using appropriate and relevant geographical tools.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. identify reliable and valid geographical data sources;
- b. interpret various types of maps, including topographic maps, thematic maps, and political maps;
- c. identify key geographical features on a map, such as landforms, water bodies, and human-made structures;
- d. interpret graphs, charts, and diagrams that represent geographical data; and
- e. communicate geographical findings clearly and effectively, using appropriate terminology.

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

## ELABORATIONS

### Elaboration

Geographical tools are used by geographers to acquire, process, and communicate geographical information. Learners should have prior experience working with maps to identify, locate and determine significant features from grade 6.

Through this outcome, learners are provided with opportunities to engage with a variety of geographical tools. Teachers will decide the specific geographical tools appropriate to support the intended learning for this outcome.

Examples of geographical tools that may be incorporated include:

- **Maps** take many forms and include digital and non-digital mediums. Examples include but are not limited to pictorial maps, large-scale and small-scale maps, relief maps, choropleth maps, flowline maps, cadastral maps, isoline maps, land use maps, physical maps, political maps, précis maps, cultural mapping, road maps, thematic maps, tactile maps, topographic maps, and special-purpose maps. Learners can access maps to locate, visualise, represent, display, and record spatial data.
- **Fieldwork** involves observing, measuring, collecting, and recording information outside the classroom. Fieldwork can be undertaken within the school grounds, around local neighbouring areas, or at more distant locations. It may be necessary to use information and communication technology to undertake virtual fieldwork.
- **Graphs and statistics** can be used by learners to collate, organise, illustrate, summarize, and compare patterns, relationships, and trends in geographical data and information.
- **Spatial technologies** are used to visualise, manipulate, analyse, display, and record spatial data. Spatial technologies include any software or hardware that interacts with real-world locations. Examples include, but are not limited to, virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing, and augmented reality.
- **Visual representations** are used to display, visualise, analyse, and communicate geographical data and information. Visual representations take many forms and include digital and non-digital mediums. Examples include, but are not limited to, diagrams, images, photographs, paintings, illustrations, symbols, models, posters, collages, cartoons, multimedia, infographics, and mind maps.

#### Guiding Questions:

- How do maps and other tools help you understand why this location is important? (DT1)
- What patterns do you see in this data, and what might explain them? (DT2)
- What does the data show about how events or decisions in one area affect others?(DT3)
- How might different people interpret this place or issue in different ways?(DT4)

GEOGRAPHICAL INFORMATION

<b>SCO2</b>	<i>Learners are expected to ...</i>					
	<b>communicate geographical information using a variety of strategies, tools, and technologies.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. use appropriate terminology and language conventions for conveying geographical concepts;
- b. use technology tools and platforms effectively to present geographical information, such as creating interactive maps or multimedia presentations; and
- c. compile geographical information to develop well-supported arguments and conclusions.



## ELABORATIONS

This outcome focuses on helping learners effectively share their understanding of geographic topics using multiple forms of communication. Learners will learn to select the most appropriate method to convey their message, whether that’s through a written explanation, visual representation, digital tool, or oral presentation. The emphasis is on the communication process and the accurate use of geographic vocabulary, data, and concepts. This outcome supports learners in becoming confident and competent communicators of geographic information in both traditional and digital formats

This outcome is designed to guide learners in:

### Using a Range of Communication Strategies

Learners will use writing, speaking, mapping, charting, and digital media to explain causes and effects, compare places, and describe patterns.

### Selecting Appropriate Tools and Technologies

Learners will choose tools like physical maps, diagrams, infographics, Google Earth, GIS software, and presentation platforms (e.g., Google Slides, Canva, or PowerPoint). Teachers should show learners how to match the tool with the purpose. For example, using a thematic map to highlight climate zones or a graph to show population trends.

### Applying Geographical Vocabulary and Conventions

Learners will use terms like “distribution,” “region,” “migration,” “interdependence,” and “spatial pattern” accurately in their work. They will also follow conventions for titles, labels, scales, and legends when creating visuals like maps and charts.

### Interpreting and Presenting Data Visually

Learners will organize data into maps, graphs, and tables. They’ll learn how to interpret these visuals and explain what they show. Teachers can support this by having learners analyse climate graphs, population pyramids, or land use maps, then present their interpretations in their own words.

### Developing Media and Visual Literacy

Learners will examine how geographic information is presented in the media, such as news graphics, satellite images, or maps used in documentaries. They’ll evaluate how effectively these visuals communicate ideas and use that knowledge to improve their own work.

This outcome connects to other outcomes by encouraging learners to take what they’ve learned about globalization, the environment, migration, or inequality and express it clearly. It supports critical thinking and creative problem-solving by having learners make decisions about how best to present information. This skill is also foundational for inquiry-based learning, where learners share findings from questions they’ve investigated.

### GUIDING QUESTIONS

- How can maps, graphs, and digital tools be used to effectively communicate geographical information?(DT1)
- What are the advantages and limitations of using digital versus traditional methods to convey geographic data?
- In what ways does the presentation of geographical information influence our perception of global issues? (DT4)
- How do different people or groups see the same issue differently, and how can you show that?(DT4)

POPULATION

SCO3	Learners are expected to ...					
	<b>explain how natural and human factors influence settlement patterns.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. use appropriate geographic terms to describe population patterns;
- b. explain the interrelationship between the physical environment and settlements;
- c. describe ways in which settlements have altered physical environments and
- d. explain how alterations (natural and man-made) in the physical environment affect settlements.

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

## ELABORATIONS

This outcome provides a foundational understanding of the ways in which geography and society intersect. It serves as an essential part of understanding globalization that settlement patterns are not isolated phenomena but are connected to global networks of trade, migration, and cultural exchange. Learners will begin to see how geographic factors shape economic and social structures, while also understanding the role human agency plays in shaping and reshaping settlement patterns.

Settlement patterns are shaped by a complex interaction of natural and human factors that determine where and how people choose to live. This outcome requires learners to explore both physical geography and human decisions to understand historical and contemporary settlement patterns at local, national, and global scales.

**Natural factors** influencing settlement include climate, topography, soil fertility, availability of water, and access to natural resources. For example, many of the world's earliest civilizations developed near river systems (e.g., the Nile, Indus, and Huang He) due to the availability of fresh water, fertile land for agriculture, and transportation routes. Similarly, mountainous and arid regions often have lower population densities due to challenges related to agriculture, accessibility, and infrastructure development.

**Human factors**, on the other hand, reflect economic, political, and social influences. These include economic opportunities, infrastructure development, government policies, conflict, and cultural or historical significance. Cities often grow where trade routes intersect or where industries provide employment. Political decisions, such as immigration policies or land-use planning, can also affect settlement patterns, as can historical factors such as colonialism and forced migration.

Through this outcome, learners should engage in geographic inquiry by analysing settlement maps, case studies, and demographic data. They may compare settlement trends in different regions, examining why some areas experience rapid urbanization while others face depopulation. They should also consider contemporary challenges such as climate change, environmental sustainability, and rural-urban migration.

### GUIDING QUESTIONS

- If you were building a new settlement, what would be the ideal location?
- Why do humans settle in some parts of the world more than others? (DT1)
- What natural and human factors influence settlement? (DT2)
- What patterns and trends can you identify in population and density? (DT3)
- How is the population of my community distributed, and how is it changing? (DT3)

## POPULATION

<b>SCO4</b>	<i>Learners are expected to ...</i>					
	<b>describe the challenges of population growth.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

### Achievement Indicators

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

- identify key environmental issues (e.g., climate change, deforestation, pollution, biodiversity loss);
- describe how human activities such as industrialization, deforestation, and urbanization contribute to environmental issues;
- summarize the role of natural processes (e.g., volcanic eruptions, ocean currents) in environmental changes; and
- explain the connections between population growth and resource consumption in relation to environmental impact.

✓ Citizenship  
Communication

✓ Critical Thinking  
Technological Fluency

Personal-Career Development  
Creativity and Innovation

Essential  
Graduation  
Competencies

## ELABORATIONS

Population growth is a complex issue that has significant social, economic, political, and environmental implications. This outcome requires learners to explore both the causes and challenges associated with increasing population levels at local, national, and global scales.

Learners should examine key factors influencing population growth, including birth rates, death rates, migration, urbanization, and access to healthcare and education. By analysing these factors, they will gain insight into why some regions experience rapid population increases while others face stagnation or decline.

A central focus of this outcome is understanding the challenges that arise from population growth, such as pressure on resources (food, water, land, and energy), environmental degradation, urban overcrowding, and increased demand for housing, employment, and public services. Additionally, learners should consider the social and economic implications, including issues related to poverty, healthcare accessibility, and infrastructure development.

Through a geographic lens, learners will explore how different regions experience population growth challenges differently, influenced by factors such as government policies, economic development, and cultural perspectives. Case studies of countries experiencing high population growth (e.g., India, Nigeria) and those facing population decline (e.g., Japan, Italy) can provide comparative insights into the varied impacts of demographic change.

To deepen their understanding, learners should engage with data sources such as population pyramids, demographic transition models, and geographic information systems (GIS) to analyse trends and patterns. They should also explore potential strategies for managing population growth, such as sustainable urban planning, family planning programs, and economic policies that address demographic shifts.

This outcome connects to broader discussions of globalization, sustainability, and equity, helping learners understand the interconnectedness of population growth with global challenges like climate change, migration, and economic development. Through inquiry-based learning, learners will critically assess different perspectives on population growth and consider possible solutions to mitigate its challenges.

### GUIDING QUESTIONS

- How do population changes create opportunities and challenges for communities? (DT4)
- What are the social, economic, and environmental impacts of rapid population growth on societies? (DT3)
- How does population growth influence resource availability and sustainability efforts worldwide? (DT3)
- How does population growth contribute to global disparities in wealth, health, and access to education? (DT3)
- What are the ethical considerations around policies designed to manage or limit population growth?

SUSTAINABILITY

<b>SCO5</b>	<i>Learners are expected to ...</i>					
	<b>explain factors contributing to environmental issues.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. describe a variety of global and local environmental issues (e.g., deforestation, pollution, climate change, biodiversity loss);
- b. explain how specific human activities (e.g., industrialization, agriculture, urbanization, resource extraction) contribute to environmental issues; and
- c. explain factors that contribute to climate change.

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

## ELABORATIONS

Environmental issues arise due to the complex interactions between human activities and natural systems. This outcome requires learners to explore the various factors—both natural and human-induced—that contribute to environmental challenges at local, national, and global scales. By engaging in geographic inquiry, learners will investigate how population growth, industrialization, resource consumption, and land use changes influence the environment. They will also consider the role of climate change, deforestation, pollution, and biodiversity loss in shaping environmental issues.

This outcome encourages learners to think critically about the economic, political, and social forces that drive environmental challenges. They will examine case studies and real-world examples to understand how different regions experience and respond to environmental problems. The impact of globalization on environmental issues will also be explored, including the effects of global trade, multinational corporations, and international agreements.

In their exploration, learners will apply geographic tools such as maps, satellite imagery, and data analysis to assess environmental trends and changes over time. They will be encouraged to evaluate the perspectives of various interest holders, including governments, businesses, Indigenous communities, and environmental organizations, to understand the complexities of environmental decision-making.

By the end of this outcome, learners should be able to articulate key factors contributing to environmental issues, explain the interconnectedness of human and natural systems, and recognize the importance of informed decision-making in addressing environmental challenges.

### GUIDING QUESTIONS

- What makes some locations more at risk for environmental damage than others?(DT1)
- How have environmental issues changed over time in different places?(DT2)
- How do people’s actions affect the environment, and how does the environment affect people in return?(DT3)
- How do values, culture, and economics shape how people see and respond to environmental issues?(DT4)

## SUSTAINABILITY

<b>SCO6</b>	<i>Learners are expected to ...</i>				
	<b>evaluate ways that individuals and communities can become more sustainable.</b>				
	Remembering	Understanding	Applying	Analysing	Evaluating

### Achievement Indicators

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

- describe the three principles of sustainability;
- describe individual actions that promote sustainability;
- identify challenges to sustainability;
- describe sustainable solutions from around the globe;
- explain how issues of sustainability are linked to society/culture, economics, and the environment;
- evaluate the importance of stewardship in the preservation of the Earth's complex environment; and
- evaluate the effectiveness of government policy on sustainability.

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

## ELABORATIONS

Sustainability emphasizes the balance between environmental, social, and economic systems. This outcome challenges learners to assess various strategies that individuals and communities use to promote sustainability at local, national, and global levels.

Learners should explore sustainability through the lens of environmental stewardship, resource management, economic practices, and social responsibility. This involves analysing initiatives such as reducing carbon footprints, implementing renewable energy solutions, promoting sustainable agriculture, and supporting circular economies. Additionally, learners should examine policies and frameworks, such as the United Nations Sustainable Development Goals (SDGs), that guide sustainable development.

The outcome encourages learners to think critically about both challenges and opportunities in achieving sustainability. They should consider the role of government policies, corporate responsibility, and grassroots movements. Case studies of sustainable communities, Indigenous knowledge systems, and innovative urban planning models can help illustrate how different approaches contribute to sustainability.

Prince Edward Island became the first province in Canada to implement a province-wide ban on single-use plastic bags in 2019. The legislation aimed to reduce plastic waste, encourage the use of reusable bags, and protect marine and terrestrial ecosystems from plastic pollution. This ban is an excellent example of how individuals and communities can take steps toward sustainability. Learners could evaluate the effectiveness of the PEI plastic bag ban as a strategy for sustainability and consider its broader implications for individual and community actions.

Learners should evaluate personal and collective actions that contribute to sustainability, including lifestyle choices such as reducing waste, conserving energy, and advocating for sustainable policies. They should assess the effectiveness of these actions and explore how systemic change can complement individual efforts.

By engaging in this outcome, learners will develop the ability to make informed decisions regarding sustainability, recognize their role in shaping a more sustainable future, and appreciate the interconnectedness of human and environmental systems.

### GUIDING QUESTIONS

- How does education help to make a community more sustainable?
- How can we create sustainable communities? What does it mean for a community or individual to be “sustainable”?
- How are sustainability and geography connected in our daily lives? (DT3)
- What global and local issues have led to the need for more sustainable living?

<b>SCO7</b>	<i>Learners are expected to ...</i>					
	<b>demonstrate an understanding of globalization’s historical and contemporary benefits and challenges.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. define globalization;
- b. describe how key events in history have contributed to the process of globalization;
- c. explain how interdependence creates challenges and opportunities related to the environment, society, and the economy; and
- d. apply the concept of globalization to a contemporary issue or case study.

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

## ELABORATIONS

Globalization is a complex and evolving process that has shaped human societies through economic, political, social, and cultural interconnectedness. This outcome encourages learners to understand globalization and to think critically about globalization's positive and negative impacts through the examination of real-world examples across time and place.

This outcome is designed to guide learners in:

- **Understanding the Concept of Globalization:** Learners will define globalization and explore how the world became more connected through trade, migration, communication, and technology. They will learn that globalization is not new.
- **Examining Historical Examples:** Learners will look at historical events and movements that contributed to globalization, such as imperialism, the Industrial Revolution, and global trade routes. They will explore who benefited and who faced challenges during these times, encouraging them to consider power, inequality, and cultural change.
- **Exploring Contemporary Globalization:** This includes investigating modern systems of communication, transportation, and trade. Learners will look at examples like multinational corporations, supply chains, the internet, and global migration. They'll assess how these systems impact economies, cultures, environments, and daily life.
- **Analysing Benefits and Challenges:** Learners will explore both sides of globalization. Benefits include access to goods and services, economic growth, cultural exchange, and shared knowledge. Challenges include exploitation of labour, environmental degradation, loss of cultural identity, and widening inequality. They'll learn to ask critical questions about who gains, who loses, and why?
- **Using Geographical Thinking:** Learners can apply spatial thinking to understand how globalization affects regions differently. They should use maps, data, and case studies to trace how goods, people, and ideas move across the world, and how this movement reshapes places.

This outcome helps learners understand how they are connected to people and places around the world. SCO7 lays the foundation for understanding global issues and encourages learners to think about fairness, responsibility, and sustainability in a global context. This outcome supports broader learning about interconnectedness, equity, and change, using historical and geographical thinking. For this reason, teachers are encouraged to create assessments which utilize multiple outcomes.

### GUIDING QUESTIONS

- How has globalization shaped connections between different regions historically and today?
- What are some benefits globalization has brought to economies, cultures, and societies?
- How has globalization changed the way we live, work, and interact across different parts of the world?
- What are the long-term impacts—positive and negative—of increased global interdependence?
- How can societies balance the advantages of globalization with the need to preserve local cultures and economies?
- How does globalization contribute to and address inequality within and between nations?

<b>SCO8</b>	<i>Learners are expected to ...</i>					
	<b>analyse the historical and contemporary impacts of globalization of culture.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. identify expressions of culture that are part of contemporary society;
- b. identify examples from history that demonstrate early roots of cultural diffusion, acculturation, and assimilation;
- c. analyse changes in culture as a result of globalization;
- d. analyse benefits and opportunities that may arise from the effects of globalization of culture; and
- e. analyse challenges and limitations that may arise from the effects of globalization of culture.

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

## ELABORATIONS

Globalization has long influenced cultures worldwide, shaping identities, traditions, and ways of life. This outcome asks learners to examine both historical and contemporary impacts of globalization of culture, considering how cultural diffusion, interaction, and exchange have transformed societies over time. The intent is for learners to better understand how globalization has shaped cultural practices, identities, and interactions across time and place. Learners will examine both the spread and blending of cultures and the ways people have resisted or adapted to these changes to maintain cultural identity.

By connecting the past and present, this outcome helps learners see how culture is dynamic and how globalization can both enrich and challenge cultural diversity. It also highlights power imbalances that influence which cultures are shared or silenced.

This outcome is designed to guide learners in:

- **Understanding cultural diffusion and exchange:** Learners will explore how cultural traits, such as language, food, religion, clothing, music, or beliefs, have spread across regions and periods. They will connect this with SCO7 and the key historical examples such as the Silk Road, colonialism, or the transatlantic slave trade to understand how these interactions affected people and places.
- **Recognizing the effects of global media and communication:** Learners should consider how digital platforms, movies, fashion, music, and advertising promote certain cultural norms and values. They can examine how this can create shared global experiences but also lead to the dominance of certain cultures (ie, American pop culture) at the expense of others.
- **Examining cultural resilience and adaptation:** Learners should explore how communities respond to cultural globalization by blending traditions, creating new forms of expression, or protecting local languages, ceremonies, or customs. This aids in learners seeing culture as active and living, not static or passive.
- **Analysing power and inequality in cultural exchange:** Learners should consider whose voices are amplified or erased in cultural narratives. For example, they might look at how Indigenous cultures have been marginalized and how communities work to reclaim and revitalize their culture today.
- **Making personal and local connections:** Learners should reflect on how globalization has affected their own cultural identity and community. They might explore how immigration, tourism, or media have shaped their lives or the cultural makeup of their community or region.

By analysing historical and modern case studies, learners will critically assess the extent to which globalization has shaped cultural landscapes. They will also consider perspectives on cultural preservation, adaptation, and resistance in response to global influences. Through this analysis, learners will develop an understanding of how globalization can both enrich and challenge cultural diversity in an increasingly interconnected world.

### GUIDING QUESTIONS

- How has globalization historically influenced cultural exchanges between different societies?
- How does globalization affect cultural identity and the preservation of local traditions?
- How has the rise of digital technology and social media transformed cultural interactions globally?
- How do global economic systems influence local cultures and traditions?
- What role do multinational corporations play in shaping cultural practices and consumer behaviour?
- What does it mean to be a global citizen in a culturally interconnected world?

<b>SCO9</b>	<i>Learners are expected to ...</i>					
	<b>evaluate factors that contribute to global inequalities.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. describe social, economic, political, and environmental factors that contribute to quality of life;
- b. identify patterns and trends related to quality of life, and
- c. construct arguments to justify the most significant factor contributing to global inequalities.

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

## ELABORATIONS

Global inequalities refer to the unequal distribution of resources, opportunities, and wealth between countries and within societies. This outcome requires learners to examine the underlying factors that contribute to disparities in economic development, health, education, and overall quality of life among different regions of the world.

Learners should explore historical and contemporary causes of global inequalities, including the legacies of colonialism, the uneven impacts of globalization, and disparities in access to resources. Economic structures such as trade policies, multinational corporations, and debt cycles, play a role in maintaining these inequalities, as do political factors like governance, corruption, and geopolitical conflicts. Environmental factors, including climate change and natural resource distribution, also contribute to disparities by disproportionately affecting certain regions and populations.

To develop a deeper understanding, learners should examine case studies of countries or regions that experience significant inequalities, analysing how factors such as industrialization, technological access, and social policies influence economic and social conditions. Additionally, they should explore how international organizations, non-governmental organizations (NGOs), and grassroots movements work to address these challenges.

By engaging with this outcome, learners will develop their ability to think critically about global issues, recognize interconnections between different regions, and consider potential solutions to reduce inequalities on a global scale.

### GUIDING QUESTIONS

- Why do some parts of the world experience more wealth, power, and opportunity than others?
- To what extent are global inequalities the result of human decisions versus natural geography?
- How have historical events, such as colonization or globalization, shaped present-day global inequalities?
- Is globalization helping to reduce or increase inequalities between countries and people?
- What responsibilities do wealthier countries have, if any, in addressing global inequality?
- Can global inequality ever be truly addressed, or is it an unavoidable result of how the world works?

<b>SCO10</b>	<i>Learners are expected to ...</i>					
	<b>analyse the relationship between universal human rights and globalization.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

### Achievement Indicators

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

- a. define the concept of universal human rights;
- b. explain factors that have contributed to advances in universal human rights;
- c. identify the significance of documents that state universal human rights;
- d. describe challenges that have impeded advances in universal human rights;
- e. explain the need for recognition of universal human rights in Canada and in the global community;
- f. examine past and present human rights issues involving Canada’s Indigenous peoples through the lenses of sustainability: societal, economic, and political;
- g. analyse how globalization has created both positive and negative reactions to universal human rights issues; and
- h. analyse national and international responses to human rights violations.

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

## ELABORATIONS

This outcome requires learners to examine the complex and evolving relationship between universal human rights and globalization. Globalization, characterized by increasing interconnectedness through trade, migration, technology, and cultural exchange, has had significant impacts on the recognition, promotion, and challenges of human rights worldwide.

Learners should explore how globalization has facilitated the spread of human rights principles, such as those outlined in the Universal Declaration of Human Rights (UDHR), by enabling the rapid exchange of information, international cooperation, and economic development. They should investigate how global institutions, such as the United Nations (UN), World Health Organization (WHO), and International Labour Organization (ILO), work to uphold human rights through treaties, conventions, and global initiatives.

At the same time, learners should critically analyse how globalization can also contribute to human rights challenges. Economic globalization, for example, has led to increased job opportunities but also concerns over labour exploitation, child labour, and unsafe working conditions in some regions. Similarly, global migration has provided individuals with opportunities for safety and prosperity but has also led to human trafficking, displacement, and xenophobia. The digital age has amplified human rights advocacy but has also raised issues of privacy, surveillance, and digital inequality.

Learners should examine case studies of both progress and setbacks in human rights due to globalization, such as:

- the role of multinational corporations in either promoting ethical labour practices or engaging in exploitative practices;
- the impact of international trade agreements on workers' rights and environmental protections; and
- the influence of social media in exposing human rights violations and mobilizing activism.

By analysing these factors, learners will develop a more nuanced understanding of globalization's role in shaping human rights, recognizing both the opportunities it presents and the ethical dilemmas it raises. They will be encouraged to consider how governments, organizations, and individuals can work to promote human rights in an increasingly interconnected world.

### GUIDING QUESTIONS

- What has been the most influential factor in making the universal human rights movement a positive global force?
- Do we have a right to impose Western values on other cultures?
- How much evidence is required before the global world is obliged to act on a human rights issue?

<b>SCO11</b>	<i>Learners are expected to ...</i>					
	<b>analyse current issues of geographical significance from a variety of sources and multiple perspectives.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

### Achievement Indicators

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

- a. gather data and perspectives on geographical issues from a variety of sources, including news media, academic articles, government reports, and non-governmental organisations;
- b. apply geographical tools (such as maps, graphs, and satellite imagery) to analyse spatial patterns, trends, and impacts related to the issue;
- c. compare multiple perspectives of different interest holders; and
- d. assess the credibility, bias, and reliability of the information obtained from different sources.

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

## ELABORATIONS

This outcome encourages learners to critically examine contemporary geographical issues by gathering, assessing, and synthesizing information from diverse sources and perspectives. Geographical issues of significance may include, but are not limited to, climate change, resource depletion, migration, urbanization, environmental degradation, food security, and natural disasters. These issues often have complex causes and far-reaching consequences, requiring learners to apply geographical thinking to understand their local, national, and global impacts.

Learners will engage with various sources such as news media, government reports, academic articles, maps, satellite imagery, and firsthand accounts to develop a well-rounded understanding of an issue. They will assess the reliability, bias, and limitations of these sources, fostering critical media literacy and research skills.

A key component of this outcome is the examination of multiple perspectives. Learners will analyse how different interest holders—such as governments, Indigenous communities, corporations, environmental groups, and individuals—perceive and respond to geographical issues. By considering cultural, economic, political, and environmental viewpoints, learners will gain insight into the complexity of decision-making and problem-solving in a globalized world.

Teachers may support learners in developing inquiry-based research questions to explore these issues in depth. Instructional approaches can include case studies, debates, simulations, and project-based learning that encourage learners to apply disciplinary thinking skills such as assessing cause and effect, evaluating solutions, and making evidence-based conclusions.

This outcome prepares learners to be informed and engaged global citizens by fostering their ability to critically analyse contemporary geographical challenges and contribute meaningfully to discussions and solutions in their communities and beyond.

### GUIDING QUESTIONS

- What are some current global or local issues that have a geographical impact?
- How do cultural beliefs, economic interests, or political policies shape the viewpoints on an issue?
- How do issues of geographical significance impact different regions and populations?
- How can diverse perspectives on a geographical issue influence decision-making and solutions?
- What role does geography play in understanding and addressing current global challenges?

SOCIAL ACTION

<b>SCO12</b>	<i>Learners are expected to ...</i>					
	<b>analyse various local and global contributions and ways people can affect societal change.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. describe the mission and impact of local and global organizations that contribute to social, environmental, or economic change;
- b. analyse the effectiveness of strategies used by local and global initiatives to address societal issues;
- c. analyse the impact of social movements or campaigns (e.g., climate change, human rights) in influencing policy or public attitudes at local or global levels.

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

## ELABORATIONS

This outcome encourages learners to critically examine how individuals, groups, and institutions contribute to change at local and global levels. Societal change can take many forms, including political movements, environmental advocacy, technological advancements, and social justice initiatives. By exploring these contributions, learners will develop a deeper understanding of how change occurs, the factors that influence it, and the ways they can engage as active citizens.

Learners should investigate historical and contemporary examples of individuals and organizations that have influenced societal change. These may include:

**Local Contributions:** Grassroots movements, community leaders, Indigenous advocacy, youth activism, policy changes at municipal levels, and local sustainability initiatives.

**Global Contributions:** International organizations (e.g., the United Nations, Amnesty International, World Health Organization), transnational social movements, economic policies, and technological innovations that impact societies worldwide.

Through inquiry and analysis, learners should explore how contributions to change may be intentional or unintentional and how actions taken in one part of the world can have widespread effects. They should also consider the role of media, globalization, and digital activism in amplifying or hindering efforts to create societal change.

By engaging with this outcome, learners will develop disciplinary thinking skills, such as considering multiple perspectives, recognizing patterns of change, and evaluating the effectiveness of different approaches to societal transformation. This outcome aligns with broader themes of civic engagement, ethical decision-making, and global responsibility.

### GUIDING QUESTIONS

- What are some small but impactful ways people can contribute to positive change in their community?
- What are some of the unique challenges faced by local communities? How have people worked together to solve them?
- How do global movements differ from local ones? What are the common challenges in advocating for change globally?
- How do issues of inequality and justice motivate social change? What are some current global human rights challenges?
- Analyse different methods of activism, such as protests, petitions, social media campaigns, or lobbying. What are the advantages and disadvantages of these methods? What role does technology play in modern activism?

SOCIAL ACTION

<b>SCO13</b>	<i>Learners are expected to ...</i>					
	<b>develop a plan to address a global or local issue of personal interest utilizing the Concepts of Geographical Thinking.</b>					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

**Achievement Indicators**

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

- a. identify key facts about the chosen global or local issue (e.g., causes, affected areas, populations impacted);
- b. explain the relevance of the issue and its significance globally or locally;
- c. compare and contrast different approaches used to address the issue in other areas or by various organizations;
- d. assess the effectiveness of current strategies being used to address the issue, noting any limitations or challenges;
- e. justify the choice of the selected issue based on its urgency, relevance, or potential for impact, using evidence from research;
- f. develop a comprehensive, actionable plan that includes specific steps to address the issue, considering resource needs, interest holders, and potential barriers; and
- g. propose a method to measure the plan’s success, such as specific criteria or indicators of progress.

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

## ELABORATIONS

This outcome encourages learners to apply geographical inquiry and reasoning to real-world issues that matter to them. It emphasizes active problem-solving and decision-making using the four Concepts of Geographical Thinking:

**Spatial Significance:** identifying the importance of location and geographic patterns in relation to the chosen issue.

**Patterns and Trends:** recognizing and analysing spatial or temporal patterns that contribute to the issue.

**Interrelationships:** examining the connections between human and natural systems that shape the issue.

**Geographic Perspective:** considering multiple viewpoints, including social, political, environmental, and economic factors, in addressing the issue.

Learners will first select a global or local issue of personal interest—such as urbanization, climate change, food insecurity, water scarcity, deforestation, or income inequality. They will then conduct research using geographical sources (maps, satellite images, demographic data, case studies) to analyse the issue through the Concepts of Geographical Thinking.

Building on their analysis, learners will develop a plan that proposes realistic actions or solutions. Their plan should include:

- a clear description of the issue and its geographic context;
- a rationale for its significance, demonstrating an understanding of spatial distribution, patterns, or interconnections;
- consideration of diverse perspectives (e.g., local communities, governments, environmental groups, businesses); and
- a proposed course of action, considering feasibility, sustainability, and potential impacts.

The instructional intent is to foster critical thinking, problem-solving, and responsible citizenship by encouraging learners to engage with real-world geographic challenges. Teachers may guide learners in conducting fieldwork, mapping exercises, or digital storytelling projects to help them visualize and communicate their findings.

Through this outcome, learners will not only refine their geographical thinking skills but also recognize their role in creating positive change in their communities and beyond.



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