

Social Studies P-6

At a Glance Documents

Implementation Draft 2019

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Social Studies Primary

Learners will investigate groups to which they belong.

Rationale

Formal and informal groups are an important part of our social fabric. A formal group is a group of people organized for a specific purpose, often well-known in the community and having an established set of rules. An example of a formal group is a church group or Sparks. An informal group is a group of people such as a play group whose rules are very flexible, impromptu, and made-up as needed. Children begin from a very young age to be part of a group. Sometimes they choose the groups to which they belong, but not always. Some children have no experience with formal groups. Teachers can discuss the people in children's lives who belong to formal/informal groups. Teachers can help children identify the groups to which they belong. They belong to groups such as youth groups, sports groups, music, dance, or fine art groups: for example, Beavers, Sparks, soccer, dance, or piano. They all go to school and have friends.

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- **Investigate** characteristics of a group within the community (COM, CT)
- **Investigate** the attributes of a selected group to which they belong within the community, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (COM, PCD, CT)

Concepts (and Guiding Questions)

Characteristics of groups

- Who are the people in a group?
- What do the people do in the group?

Attributes of a selected community group

- How am I a part of different groups?
- How does it feel to be a part of a group?

Skills

Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Social Studies Primary

Learners will **investigate** how cooperation is an important part of being a group member.

Rationale

Through this outcome, learners explore the how we effective collaboration helps to create positive relationships for everyone. Use a teachable moment when opportunities arise to focus on how cooperation and collaboration help to make relationships better. Engage the class, or some of the members, whichever is more appropriate, in developing ideas and strategies to help support collaborative learning experiences in the classroom. Allow the children to reach consensus and then see how strategies work. They may very well have to revisit them, and this is an excellent way to develop problem-solving skills.

Competencies

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

Indicators

- **Investigate** strategies for effective collaboration (CZ, COM, CT, PCD)
- **Investigate** how sharing and cooperation contribute to positive relationships (CZ, COM, CT, PCD)

Concepts (and Guiding Questions)

Collaboration, Sharing, and Cooperation

- How can people help each other in a group?
- How can working together help people?

Skills

Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Social Studies Primary

Learners will **investigate** how local people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and various cultural groups, have varied traditions, rituals, and celebrations.

Rationale

People have their own unique and meaningful ways to celebrate important aspects of their culture which, over time, develop into traditions, rituals, and celebrations. It is important for learners to appreciate the roots of their traditions, rituals, and celebrations, and to also understand and respect those of others on a local level. While working on these strategies, it will be important to help the learner make connections between their experience and those of others.

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- Ask **questions** about people and traditions, rituals, and celebrations (COM, PCD, CT)
- **Investigate** varied traditions, rituals, and celebrations, including those of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (COM, PCD, CI, CT)

Concepts (and Guiding Questions)

Rituals and Traditions

- What do different groups celebrate?
- How do different groups celebrate?

Celebrations

- What traditions and rituals do different groups recognize?
- What traditions are shared in my community?

Skills

Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

Question

Generate questions of personal interest

Social Studies Grade 1

Learners will investigate the diversity of cultural groups.

Rationale

In this outcome, learners explore the similarity and diversity of social and cultural groups and the reasons why people belong to groups. They will also learn that children form a unique group of their own.

Competencies

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

Indicators

- Ask **questions** on the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (CZ, COM, CT)
- **Investigate** information about various cultural groups in Nova Scotia (CZ, COM, PCD, CT)

Concepts (and Guiding Questions)

Diverse cultural groups in Nova Scotia

- How are various cultural groups a part of the community?
- How are the cultural groups in the community unique and special?

Skills

Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

Question

Generate broad questions that arise from a problem.

Social Studies Grade 1

Learners will implement age-appropriate actions for responsible behaviour in caring for the environment.

Rationale

With this outcome, learners investigate how people depend upon and interact with different local natural environments. They develop an awareness that such things as climate and weather, natural features, and the presence of natural environments, influence human activity. Learners will explore age-appropriate actions to practise responsible behaviour in caring for the environment on a local level.

Competencies

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

Indicators

- Ask **questions** about protecting the environment (CZ, COM, PCD, CT)
- **Investigate** responsible behaviour and caring for the environment, inclusive of Netukulimk (COM, PCD, CT)

Concepts (and Guiding Questions)

Responsible behaviour for caring for and protecting the environment

- Why is it important to care for the environment?
- What are some of the ways that we can protect the environment?

Netukulimk

- How do we work together to share and protect the environment?

Skills

Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

Question

Generate broad questions that arise from a problem.

Social Studies Grade 1

Learners will investigate the locations of Mi'kmaq communities in Nova Scotia.

Rationale

The focus of this outcome is to gain an understanding that there are modern Mi'kmaq communities across Nova Scotia. Teachers can point out that there are numerous Aboriginal communities in the Atlantic region. The intent is to have students realize that Aboriginal communities, like all communities, evolve over time and are modern.

Competencies

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

Indicators

- Ask **questions** about where modern Mi'kmaq communities are located in Nova Scotia (COM, CT, TF)
- **Investigate** the names of Mi'kmaq communities in Nova Scotia (COM, CT, TF)

Concepts (and Guiding Questions)

There are modern Mi'kmaq communities in Nova Scotia

- Who are Mi'kmaq in Nova Scotia?
- Where do Mi'kmaq people live in Nova Scotia?

Skills

Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

Question

Generate broad questions that arise from a problem.

Social Studies Grade 1

Learners will **analyse** the difference between needs and wants.

Rationale

As learners investigate this topic, they will gain a greater understanding that all people have similar needs, that wants vary from person to person, and that respect for other people's needs and wants is important.

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- **Investigate** the difference between needs and wants (COM, PCD, CT)
- Ask **questions** that help identify the difference between needs and wants (COM, PCD, CT)

Concepts (and Guiding Questions)

Needs and wants are different

- How do you know if something is a need or a want?
- What is similar/different for other's needs and wants?

Skills

Analyse

Gather and select information. Reflect on the information. Communicate findings.

Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

Question

Generate broad questions that arise from a problem.

Social Studies Grade 2

Learners will investigate change in the community.

Rationale

In this outcome, learners are provided with opportunities to investigate change in their daily lives. They will learn how people and groups of people have contributed to change and identify examples of how change is a result of decisions made by individuals and diverse groups in the school, community, and province. Learners will explore the concept of change in their lives and how they feel about and react to change. They will learn that change is always taking place.

Competencies

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

Indicators

- Ask **questions** about change in a selected community (COM, PCD, CI, CT, TF)
- **Investigate** why change happens (COM, PCD, CT, TF)

Concepts (and Guiding Questions)

Reasons why change occurs

- How do people change as they grow?
- How do people's needs and wants change?
- How does change make things different?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Question

Generate broad questions that arise from a problem; Begin to narrow broad questions to create a question to investigate.

Social Studies Grade 2

Learners will **investigate** how individuals and diverse cultural groups, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, have contributed to change.

Rationale

Every community has examples of individuals and groups who contribute to change. The school's community may have builders, inventors, entrepreneurs, leaders/politicians, service club volunteers, sports/entertainment personalities, and the like. Begin with examples children are likely to know about. Focus on the past as well as examples from the present.

Competencies

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

Indicators

- Ask **questions** regarding individuals or groups that have contributed to positive change in the school or the community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional diverse cultural groups in the province (CZ, COM, PCD, CT)
- **Investigate** how actions can contribute to change (CZ, COM, CT, TF)

Concepts (and Guiding Questions)

People and actions can create positive change

- How does change happen in a community?
- Can individual people make changes in a community?
- What groups have made positive changes in our community?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Question

Generate broad questions that arise from a problem; Begin to narrow broad questions to create a question to investigate.

Social Studies Grade 2

Learners will **investigate** how decisions are made as consumers.

Rationale

A consumer is a person who obtains goods and services to fulfill their needs, wants, and interests. A producer is someone who provides goods or services. Learners should already be aware that money is the major form of transaction used in society to fulfill their needs, wants, and interests. Learning responsible economic decision-making skills is critical for learners as consumers, today and in the future.

Teachers need to be sensitive in their discussion about how learners and their families use economic decision-making as consumers.

Competencies

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

Indicators

- Ask **questions** about how people make decisions to purchase an item (CZ, COM, PCD, CT)
- **Investigate** criteria to determine why someone may purchase an item (CZ, COM, PCD, CT, TF)

Concepts (and Guiding Questions)

Differences between needs and wants

- How do people know what to buy?
- How do people know the difference between a need and a want?

Skills

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Question

Generate broad questions that arise from a problem; Begin to narrow broad questions to create a question to investigate.

Social Studies Grade 2

Learners will **analyse** ways for supporting sustainable development in local communities.

Rationale

Sustainable development refers to development that is carried out in a way that ensures that natural resources will not be depleted but will remain available for succeeding generations. In essence, it is the practice of using a resource so that it will always be there. In this outcome, learners will investigate why it is important to preserve and protect the natural environment.

Competencies

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

Indicators

- Ask **questions** about sustainable development (CZ, COM, PCD, CT)
- **Investigate** a sustainability issue in the community (CZ, COM, PCD, CI, CT, TF)

Concepts (and Guiding Questions)

Sustainable development in a local community

- What are the natural resources in our community?
- How do we share/protect the natural resources in our community?

Skills

Analyse

Gather and select information. Begin to consider appropriateness of information. Communicate findings.

Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

Question

Generate broad questions that arise from a problem; Begin to narrow broad questions to create a question to investigate.

Social Studies Grade 3

Learners will investigate the location of Nova Scotia in Atlantic Canada.

Rationale

This outcome focuses on physical and human geography. Learners will be expected to identify and locate their own province within the Atlantic region. Through the lens of their own province, learners will further develop a knowledge of maps and mapping skills by identifying and locating familiar places and landmarks on a simple map. They will use map signs, symbols, and legends to describe the location of their community and province.

Competencies

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

Indicators

- **Investigate** the location of the province in relation to the Atlantic Canadian region (COM, CT, TF)
- **Investigate** the province of Nova Scotia's location in relation to the significant bodies of water surrounding it (COM, CT, TF)

Concepts (and Guiding Questions)

Nova Scotia's location can be described in relation to the Atlantic region

- How can I describe Nova Scotia's location?

The actual size of places can be represented on maps and globes by scale

- What sources of information would help you understand where NS is in relation to the Atlantic provinces, and Canada?
- How does the size of a province on a map relate to its actual size?

Skills

Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Social Studies Grade 3

Learners will **investigate** various groups including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, through their expressions of culture.

Rationale

It is through cultural expression that diverse peoples communicate aspects of their heritage, traditions, and culture. Language is the key to communicating and preserving cultural expression. Today, many diverse peoples are engaged in ongoing efforts to preserve their language. While each expression of culture is unique, some aspects may not be so different. Indeed, while the differences between peoples are often more apparent than the similarities, it is important to have learners consider both. With this outcome, learners are provided the opportunity to experience and appreciate a variety of ways to express culture (e.g., language, stories, folk tales, songs, music, poetry, dance, visual art). Such cultural expressions should be infused throughout the learning experiences. It is important, however, to move beyond a surface celebration of culture (e.g., food and fashion) and examine deeper aspects of cultural expression (e.g., language, stories, visual art).

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Critical Thinking (CT)

Indicators

- Ask **questions** about diverse people and cultures in the province (COM, PCD, CT)
- **Investigate** the expression of cultures in the province, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups. (COM, PCD, CT)

Concepts (and Guiding Questions)

Expressions of culture are rooted in traditions

- What are the ways people express their culture? (E.g., stories, music, art, language)

Skills

Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Question

Generate broad questions that arise from a problem. Narrow broad questions to create a question to investigate.

Social Studies Grade 3

Learners will **implement** strategies that promote positive interactions in the community.

Rationale

In this outcome learners examine the importance of positive interactions among people and the importance of respecting and valuing racial and cultural diversity. Learners should consider the many ways people can work together by providing examples from their community or area where positive interactions are demonstrated (e.g., participation in community events such as cultural festivals, Relay for Life, building playgrounds, Habitat for Humanity).

Learners then identify the benefits of these positive interactions in their community. Learners will study the concept of stereotyping. Stereotyping exaggerates the uniformity within a group and the differences among groups. Teachers may wish to approach this concept by looking at ageism, and subsequently consider cultural stereotypes. Care must be taken not to inadvertently introduce or reinforce stereotypes, i.e., examples given should be appropriate for the learners' age. The examples of stereotyping provide a good segue to generating a class action plan to promote positive interactions among people.

While it is important for the teacher to help provide ideas, learners should be active participants in the planning. The plan might involve helping at a retirement home (ageism), working at a food bank (poverty), or creating an awareness campaign (racism).

Competencies

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

Indicators

- Ask **questions** to gather information about positive interactions among people (CZ, COM, PCD, CT)
- **Investigate** issues that could be helped by an action plan to promote positive interactions among people (CZ, COM, PCD, CT)
- **Analyse** the impact of positive actions in a selected community (CZ, COM, CT)

Concepts (and Guiding Questions)

Positive interactions among people have benefits

- How does showing respect help foster a welcoming and supportive community?
- How do we determine the issues that require positive actions in a community?

Skills

Implement

Select - Locate several details to support an answer

Plan - Identify steps to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review steps and results from an investigation or problem solving. Reflect on and communicate alternative solutions or findings. Begin to identify potential new problems or issues.

Apply - Carry out or complete a procedure/ technique

Question

Generate broad questions that arise from a problem. Narrow broad questions to create a question to investigate.

Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Analyse

Gather and select appropriate information. Consider the appropriateness of information. Communicate findings.

Social Studies Grade 3

Learners will investigate the rights and responsibilities of citizens in a democracy.

Rationale

Citizenship is a complex concept. At grade 3, it is best to approach this concept in a concrete manner by looking at active citizens and the characteristics they possess. By focusing on people (e.g., Terry Fox, Martin Luther King, Viola Desmond, and, especially, local examples of youth) and the characteristics they exhibit (e.g., community interest and involvement, ethical behaviour, standing up for the rights of others), learners are more likely to comprehend aspects of citizenship. This will springboard an examination of rights and responsibilities of citizens, a concept last discussed in grade 1.

Competencies

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

Indicators

- **Investigate** what it means to be a responsible citizen, including digital citizenship (CZ, COM, PCD, CT)
- **Investigate** rights and responsibilities in various social settings, inclusive of Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional diverse cultural groups (CZ, COM, PCD, CT, TF)

Concepts (and Guiding Questions)

Learners are citizens with rights and responsibilities.

- What are rights?
- What are responsibilities?
- How are they the same/different?

Skills

Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Social Studies Grade 4

Learners will investigate the concept of exploration.

Rationale

Learners will consider what it means to explore. It is important that they see themselves as explorers and recognize that all people have experiences in exploration. Being an explorer does not always mean discovering something new to everyone, but rather something new to you. This happens when you visit a place for the first time, read about something new to you, watch a documentary video, speak with a new person, and in other ways, experience a place. In this way, a person's knowledge and understanding of the world constantly grow. Learners will examine and describe different types of exploration (places, people, and ideas). These will include explorations of our physical world (e.g., historical explorations and modern-day explorations including the ocean and outer space) and people who have engaged in explorations of ideas and knowledge (e.g., imagining and inventing new ways to do things, conducting research, reading information about a topic that is new to you).

Competencies

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

Indicators

- **Investigate** explorers within the local community (CZ, COM, CT)
- **Investigate** how and why we explore (COM, PCD, CT)

Concepts (and Guiding Questions)

There are different types of exploration

- How do we know exploration has taken place?
- What were the consequences of the exploration?

Exploring is about curiosity, problem solving, creativity, and innovation

- What motivates (causes) an explorer to explore?
- Who are explorers from our community?

Skills

Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

Social Studies Grade 4

Learners will **investigate** the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.

Rationale

The intent of this outcome is to examine the stories of various explorers, paying particular attention to the challenges they faced and their responses to these challenges. While the sole intent is not to focus on what motivated them to explore or what the consequences of their explorations were, motivations and consequences may be introduced as parts of the stories. The stories should engage learners, particularly when challenges faced by the explorers (e.g., climate, transportation, inadequate tools or technology, opposition from others) are identified and the explorers' responses to the challenges are examined. To overcome challenges, explorers must become problem solvers and creative thinkers. This may lead to innovations, whether these are new ways of doing things or the development of new tools or technologies.

While the primary focus here is innovation, the term invention may well arise. In this regard, an innovation may be defined as "a new idea, method, or device." It should be clear then, that an invention (i.e., a new device) is a particular type of innovation.

Teachers are cautioned to be mindful of the fact that "explored" lands were often already inhabited and the use of the term discovered, therefore, is inappropriate.

Competencies

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

Indicators

- **Investigate** the motivations for various explorers (COM, PCD, CI, CT)
- **Investigate** the risks and challenges faced by explorers (COM, CI, CT)
- **Investigate** the relationship between exploration and innovation (CZ, CI, CT)

Concepts (and Guiding Questions)

Motivators for Explorers

- How might this explorer have thought about their journey of exploration?
- Was the exploration of this location of particular geographic importance? If so, in what way?

Explorers face and overcome challenges

- Was this exploration significant? Why or why not?
- Within an exploration story, whose perspective is missing?

Exploration encourages innovation

- Do we think of the exploration in the same terms today? Why might this be?
- How did human actions and environmental factors influence each other during an exploration?

Skills

Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

Social Studies Grade 4

Learners will **evaluate** the impacts of exploration.

Rationale

All explorations have impacts—some trivial, others much more profound. The environment explored may be changed in the short term (e.g., garbage left behind) and/or the long term (e.g., open pit mining). The peoples indigenous to “explored” areas often experience changes in lifestyle and living conditions. The explorers themselves are often changed (e.g., altered world view).

This study on the impact of exploration over time should comprise at least three points. The first is the identification of positive and negative consequences of exploration. Learners should consider place, people, and ideas and identify some of the negative and positive impacts on each. This study should also include an examination of the consequences for the explorer.

The second point is that exploration, over time, has deepened our understanding of the world. For example, the evolution of maps illustrates changes in our understanding of the world.

Finally, learners should consider what future explorations may take place and what the impacts of these may be. This is an opportunity for learners to thoughtfully speculate on the impacts of future explorations.

Competencies

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

Indicators

- **Analyse** the consequences of exploration on people and physical environments (CZ, COM, CT, TF)
- **Investigate** how exploration leads to change in people's views and attitudes (PCD, CI, CT)
- **Evaluate** the impact of modern natural resource exploration on physical environments, with a focus on Aboriginal perspectives. (CZ, COM, CT, TF)

Concepts (and Guiding Questions)

All exploration has positive and negative consequences/impacts

- What explorations were particularly significant and why?
- What were the consequences of a particular exploration?
- Were there unexpected consequences?

Exploration changes our understanding of the world

- How did a particular exploration lead to changes in people's attitudes or views?

Skills

Evaluate

Review steps and results from an investigation or problem solving; Begin to reflect on and communicate varying perspectives; Reflect on alternative solutions or findings; Identify potential new problems or issues.

Analyse

Gather and select appropriate information; Begin to reflect on the appropriateness of the information; Communicate findings.

Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

Social Studies Grade 4

Learners will **investigate** the relationships between humans and the physical environment.

Rationale

Learners will describe both the benefits the physical environment offers humans and the challenges it poses. In this context, the physical environment may include mountains, rivers, islands, and oceans, but may also encompass lakes, plains, lowlands, deserts, the atmosphere, etc. When examining these challenges, it would be appropriate to consider human responses to the challenges.

Continue by examining the impact of human activity on the physical environment and by predicting the future consequences of these interactions. This should lead to discussions on the response of humans to these impacts/consequences and sustainability.

Competencies

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

Indicators

- **Investigate** different types of physical environments, which can include mountains, rivers, islands, and oceans (COM, CT)
- **Investigate** how humans interact with the physical environment, with a focus on Canadian Aboriginal perspective (CT, TF)
- **Question** the impact that humans have on the environment (CZ, COM, CT, TF)
- **Investigate** how the physical environment impacts where people live and how they live (CZ, COM, CI, CT, TF)

Concepts (and Guiding Questions)

The physical environment affects the way we live and provides the means to live

- How does the environment impact where people live, how they live, and how they meet the challenges posed by the environment?
- How has the physical environment changed over time and how has it remained the same?

People need to be sensitive to the impacts they have on their physical environment

- How do humans impact the environment?
- How have Canadian aboriginal perspectives on land use influenced the idea of sustainability?

Skills

Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

Question

Generate broad questions that arise from simple to more complex problems and issues; Narrow and begin to revise questions, to create a question to investigate.

Social Studies Grade 4

Learners will investigate the physical landscape of Canada.

Rationale

In examining Canada's physical landscape (what our country looks like), learners will define the concept of "region" and map Canada's six main physical regions. For the purpose of this unit, the six regions are: Western Cordillera, Interior Plains, Arctic Lowlands, Canadian Shield, Great Lakes-St. Lawrence Lowlands, and Appalachia.

Once Canada's physical regions have been defined, learners should examine the climate (temperature and precipitation), vegetation (forests, grasslands, and/or tundra), and natural resources (minerals and food sources) found in each region.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** the climate, vegetation, and natural resources found in each region of Canada (COM, CI, CT, TF)
- **Investigate** the varied geographical features of Canada (COM, CT, TF)

Concepts (and Guiding Questions)

The physical landscape of Canada varies significantly from one part of the country to another

- What are some physical geographic characteristics that would determine the importance or value of a particular physical region?

Skills

Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

Social Studies Grade 4

Learners will investigate the political landscape of Canada.

Rationale

The focus of this outcome is Canada's political landscape. Canadian federation, the federal system of government, and First Nation governance should be highlighted, and not the operation of government in the provinces and territories.

The intent of this outcome is that learners should be able to describe how the federal government and Band Governance are organized; identify main areas of responsibility; and explain the general process by which government makes laws. Teachers are cautioned not to make this material overly complex.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** the role of elections to form a government (CZ, COM, CI, PCD, TF)
- **Investigate** Band Governance in Canada (CZ, COM, PCD, CT)
- **Investigate** how Canada's provinces and territories are represented in a central federal government (CZ, COM, CT, TF)
- **Investigate** the responsibilities of the federal government (CZ, COM, PCD, CT)

Concepts (and Guiding Questions)

Canada has a central, federal government

The Federal government makes decisions and laws for the entire country in areas for which it has responsibility

- How does federal legislation reflect the needs of Canadians?

First Nation communities have band governance structures

- How do band governance structures work to meet the needs of First Nation communities?

Skills

Investigate

Ask and revise questions; Locate several relevant details to support an answer; organize and compare details; identify relationships and communicate findings.

Social Studies Grade 5

Learners will **investigate** how we learn about the past, with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.

Rationale

This outcome provides the opportunity for learners to examine the process of historical inquiry. For many learners, the study of history is thought of as finding or looking up “facts” that exist in a book or online. This is an opportunity for learners to engage in the process of considering how various primary sources are discovered, evaluated, and used to construct historical knowledge.

Archaeology is the study of people of the past: their way of life and their relationships with the environment. This is primarily achieved through the study of material remains (artifacts) left by past societies, the places people lived, and the changes people made to the landscape. Archaeology aims to recreate all the tangible and intangible aspects of peoples' lives that are normally lost with the passage of time. The methods used in archaeology are based in critical inquiry. Information is gathered and, wherever possible, used as evidence to support interpretations about people in the past.

Learners need to understand that historians use a range of primary sources, including oral histories, to help them understand and construct accounts of the past. This outcome allows learners to consider the importance of oral histories and story-telling as valuable sources of evidence for understanding the experiences of individuals or groups within a certain historical period. For many societies throughout history, this was the only way to pass down and preserve the culture and traditions of a group of people.

As learners conduct historical inquiries, they will learn that there may be gaps in our knowledge. Reasons for this include: some of the past may have been lost or destroyed; the past is written by individuals such as archaeologists/historians who must interpret the material they find and the written accounts, therefore, may be biased, and; history may change as new discoveries are unearthed.

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- **Investigate** why we learn about the past. (COM, CI, CT)
- **Investigate** the role of oral storytellers, Elders, archaeologists, and historians. (COM, CI, CT, PCD)

Concepts (and Guiding Questions)

- History is often constructed through the discovery and interpretation of primary sources and oral histories
- What do primary sources, including oral histories, tell us about the history of a place and/or people?

Skills

Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.

Social Studies Grade 5

Learners will **investigate** how environment influenced the development of an ancient society.

Rationale

This outcome examines the relationship between a society and environment. For this case study, the ancient society of Nubia (i.e., one that existed during the ancient historical era) will be used. Initial attention will need to be given to locating the society geographically. This will extend skills learned previously such as continent, hemisphere, absolute and relative location.

A key to addressing this outcome is to identify a significant geographic feature(s) that was central to the society establishing and developing in a particular location. Possible features might be a river (e.g., Nile River [Nubian]). The study will then go on to identify and describe significant characteristics of the geographic feature(s) and an explanation of how the geographic feature(s) contributed to the development of the society. Note: This builds on the concept of characteristics of physical features introduced in grade four.

It is important in the context of examining an ancient society that “ancient” not be deemed synonymous with “primitive.” “Ancient” simply indicates the time period during which the society thrived and is not a comment on its level of development. It is important to avoid suggesting that societies from the past were inferior because they lacked the technological innovations we see today.

Part of the focus of this outcome, is on the aspects of lifestyle that were particularly influenced by environment, enabling people to meet their needs and wants. For example, climate affects societies’ clothing styles, natural resources impact dwellings and jewelry, and physical geography affects modes of transportation. The significant effects of the lifestyle on the environment will vary with context. This might include impacts of irrigation, deforestation, and resource extraction. This provides teachers with an opportunity to have learners make inferences about the interactions between people, and environment.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** how a geographic feature(s) was/were essential to the development of an ancient society. (COM, CI, CT, TF)
- **Investigate** how the environment impacts human settlement. (COM, CI, CT, TF)

Concepts (and Guiding Questions)

Geographic feature(s) influence the development of the society

- What geographic feature(s) of a particular location make the location habitable and why?
- Why is a particular location important?

Environment influences the lifestyle of the society

- What evidence shows influence of environment on lifestyle?
- What evidence shows the influence of lifestyle on the environment?

Skills

Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships and communicate findings.

Social Studies Grade 5

Learners will investigate the diverse societies of First Nations and Inuit, in what later became Canada.

Rationale

At the close of the 15th century, sources estimate that there were 40-60 million people living in what is now called North and South America. Archaeological evidence, including oral tradition, confirms that these societies were in existence for thousands of years.

The outcome introduces learners to the diversity of First Nations and Inuit societies, in what later became Canada. This involves identifying the geographic locations of selected societies. This will extend geographic skills and reintroduce geographic regions. Learners will briefly examine peoples from geographic regions of what later became Canada (e.g., Arctic [Inuit], Interior Plains [Blackfoot], Canadian Shield [Cree] etc.) to establish the degree of diversity. The number of distinct groups considered at any point, for comparison purposes, will need to be limited to one per geographic region.

The primary sources of information for this study should be based upon archaeological data and oral tradition. Oral tradition has been a central means of teaching lessons and conveying information about societies worldwide and is not unique to First Nations and Inuit.

Learners will focus on the influence of environment, in what became later known as Atlantic Canada, on lifestyles of First Nations and Inuit e.g., on clothing, food, dwellings and tools. It is important for learners to gain an appreciation for the uniqueness and sustainable nature of adaptations to their environment. It may be useful for teachers to focus on one adaptation for each group (e.g. Inuit [waterproof clothing], Mi'kmaq [birch bark canoe] etc.).

Several clarifications for teachers are important regarding this outcome. First Nations and Inuit are distinct peoples. Inuit are not included within the collective term, First Nations. Innu, Mi'kmaq, Wolastoqiyik (Maliseet) and Beothuk are spoken of collectively as First Nations in the context of what later became Atlantic Canada. The attribution to all First Nations people, in general, of characteristics or practices that were, in fact, associated with only one or a few First Nations is inappropriate and must be avoided. It is proper when speaking of a particular First Nation to use the specific name of that First Nation, giving/using the First Nation's own name rather than one used by others at or after the time of contact.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** how artifacts provide information on the diversity of First Nations and Inuit cultures and societies. (COM, CI, CT)
- **Select** primary and secondary sources that demonstrate the diversity of First Nations and Inuit societies, in what later became Canada. (COM, CI, CT)
- **Investigate** how First Nations and Inuit societies developed in relation to the diverse physical and geographic regions of Canada. (COM, CI, CT, TF)

Concepts (and Guiding Questions)

There were and continue to be diverse First Nations and Inuit societies across Canada

- How do artifacts and oral traditions help us understand how First Nations and Inuit communities lived in the past?

First Nations and Inuit societies were and continue to be influenced by their environment

- How did environment influence the lives of First Nations and Inuit societies?
- How do the clothing, dwellings, food, and tools of First Nations and Inuit societies show the influence of their environment?

Skills

Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships

Select

Locate several relevant and dependable details to support an answer and communicate findings.

Social Studies Grade 5

Learners will **investigate** decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada.

Rationale

All societies engage in decision-making. This outcome asks learners to examine the decision-making practices of First Nations and Inuit societies, in what later became known as Atlantic Canada. All societies have social structures. These social structures influence power and authority in any group. Learners will examine the roles of men, women, Elders, leaders, etc. in First Nations and Inuit societies in Atlantic Canada. This examination will lead learners to understand how decisions were made, and by whom. They will also learn how power was shared in some groups. Another aspect of social structure and decision-making that learners will examine is the social structure of the family vs. the social structure of the community. This will vary with groups and will impact decision-making.

One important question learners will examine is “What decisions need to be made to meet our needs and wants?” This examination will begin with resources as a basic need for all societies. “What resources do we need/want? Where will we find these resources? How will we use these resources? Decision-making also involves an examination of the ideas and structures that facilitated the administration of justice and the exercise of rights and responsibilities.

In this study the use of oral tradition as a way of passing down information and preserving culture and tradition will be important. Archaeological evidence can also be used to make inferences about the nature of the social structures. In this way, learners should gain an appreciation of the ways in which First Nations and Inuit organized themselves throughout what would later be called Atlantic Canada.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- **Investigate** social structures in First Nations and Inuit societies. (COM, CI, CT)

- **Investigate** how social structure within First Nations influenced decision making. (COM, CI, CT, CZ)

Concepts (and Guiding Questions)

Social structure influenced decision making in First Nations and Inuit societies

How does a First Nations or Inuit social structure influence the society’s decision making?

Skills

Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships

Social Studies Grade 5

Learners will analyse interactions between British and French and First Nations and Inuit in what later became Atlantic Canada.

Rationale

This outcome investigates early British and French societies in what later became Atlantic Canada and their interactions with First Nations and Inuit. The outcome asks learners to consider why and where the British and French settled in Atlantic Canada. Learners will use archaeological evidence that shows the lifestyles of the British and French in Atlantic Canada. They will see how the two groups tried to maintain their lifestyles while also seeing how they adapted to life in Atlantic Canada.

Interactions between the British and French and the First Nations and Inuit were both beneficial and adversarial. Learners will investigate how the various groups helped each other - how First Nations and Inuit helped the British and French survive in their new environment. Learners will examine how the expansion of the English and French in the region affected First Nations and Inuit negatively as well, leading to devastating consequences.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** reasons why the British and French settled in Atlantic Canada (CZ, Com, CI, CT)
- **Analyse** the changing social structures of the British and French in Atlantic Canada (Com, CI, CT)
- **Investigate** British and French colonial rivalries in Atlantic Canada (inclusive of Acadians) (Com, CI, CT)
- **Investigate** the relationships the English had with First Nations and Inuit of Atlantic Canada (CZ, Com, CI, CT)

Concepts (and Guiding Questions)

Environment and changing social structures influenced early British and French settlers in Atlantic Canada

What evidence do we have of British and French presence in Atlantic Canada?

Both beneficial and adversarial relationships developed between British and French settlers and First Nations and Inuit peoples

What were the consequences of their coming to Atlantic Canada on First Nations and Inuit societies?

Factors that influenced where settlers chose to settle

Why did British and French come to Atlantic Canada?

Interactions between the British and French and the Inuit, Innu, Beothuk, Mi'kmaq, and Wolastoqiyik

What evidence do we have of the impact of British and French presence in Atlantic Canada on First Nation and Inuit societies?

Skills

Investigate

Ask and revise questions; Locate several relevant and dependable details to support an answer; Organize and compare details; Identify relationships

Analyse

Gather and select appropriate information; Begin to reflect on the appropriateness of the information; Communicate findings.

Social Studies Grade 6

Learners will **investigate** the role of culture in communities, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional groups.

Rationale

This outcome introduces learners to the general concept of culture, and has them consider specific elements of culture, such as history, traditions, language, and beliefs and values. These elements of culture are briefly explored, and learners reflect upon the role of culture in their own communities.

Competencies

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

Indicators

- **Select** elements of culture as material or non-material. (COM, CT, TF)
- **Investigate** the role of culture in their lives. (CZ, COM, CI, CT, TF)
- **Investigate** how culture is passed on from generation to generation. (CZ, COM, CI, CT, TF)

Concepts (and Guiding Questions)

Certain factors can shape culture

- How does culture shape and influence our lives?
- How do artifacts help inform us of culture?

Elements of culture are classified as material or non-material

- How can culture be represented?
- How can culture be expressed?
- How can I determine material and non-material elements of culture?

Culture is passed on over time

- How is culture maintained and changed over time?

Skills

Investigate

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

Select

Locate several relevant and dependable details to support an answer

Social Studies Grade 6

Learners will **analyse** the impact of cross-cultural understanding, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.

Rationale

In this outcome, learners will consider the importance of cross-cultural understanding and examine the globalization of culture. Here learners will see the impact of active citizenship in supporting positive and productive communities.

Competencies

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

Indicators

- **Investigate** the concept of stereotypes in modern society (CZ, COM, CI, CT, TF)
- **Analyse** the impact of stereotypes on cross cultural understanding (CZ, COM, CI, CT, TF)
- **Investigate** actions that are being taken to improve cross-cultural understanding (CZ, COM, CI, CT, TF)
- **Analyse** actions of local communities to support cross cultural understanding. (CZ, COM, CI, CT, TF)

Concepts (and Guiding Questions)

The impact of cross-cultural understanding

- What is the consequence of not having cross-cultural understanding?
- Why is it important to understand cultural perspectives?

Stereotypes/stereotyping

- Why is it important to understand the impacts of stereotyping?
- How can I understand the impact of stereotyping on Cross-cultural understandings?

Actions to improve cross-cultural understanding (local, national, global)

- How do positive actions impact a community?

Skills

Analyse

Gather and select appropriate information. Begin to reflect on accuracy, validity, and, importance, of the information. Communicate findings.

Investigate

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

Social Studies Grade 6

Learners will compare sustainability practices between Canada and a selected country.

Rationale

For this outcome, learners will be looking at the varied perspectives on the use of resources and one sustainability practice for Canada and a selected country. This is an opportunity for learners to consider how different cultures view sustainability practices.

Competencies

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

Indicators

- **Investigate** factors that influence sustainability practices. (CZ, COM, CI, CT, TF)
- **Investigate** reasons for different perspectives on a sustainability practice between Canada and a selected country. (CZ, COM, CI, CT, TF)

Concepts (and Guiding Questions)

Factors that influence a sustainability practice

- What role has culture played in sustainability practices in Canada?
- What factors make Canada's sustainability practices different from another (selected) country?
- What would cause two countries to have different views on sustainability practices?

Skills

Investigate

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

Social Studies Grade 6

Learners will **analyse** how traditions and beliefs relate to culture in a region.

Rationale

This outcome provides an opportunity for an in-depth study of some important elements of culture such as traditions, customs, and beliefs. As learners examine these elements, they will also have the opportunity to identify other elements of culture and discover their interconnectedness. This is an important component as learners consider how particular actions and change over time can impact cultures.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Analyse** how traditions and beliefs are reflected and preserved. (COM, CI, CT, TF)
- **Investigate** how traditions and beliefs are affected by change. (COM, CI, CT, TF)

Concepts (and Guiding Questions)

Traditions and beliefs

- How are traditions and beliefs expressed?
- How can traditions and beliefs be passed onto future generations?

How change affects traditions and beliefs

- What role do traditions, customs, and rituals play in a selected culture?
- How does language, literature, and oral language have on the preservation of cultural values and beliefs over time?
- How can specific events impact a culture?

Skills

Analyse

Gather and select appropriate information. Begin to reflect on accuracy, validity, and, importance, of the information. Communicate findings.

Investigate

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

Social Studies Grade 6

Learners will **investigate** selected examples of child rights issues around the world inclusive of Aboriginal human rights issues in Canada.

Rationale

In this outcome, learners identify and describe examples of human rights issues and abuses around the world in light of such agreements as the Universal Declaration of Human Rights, the Declaration of the Rights of the Child, and the United Nations Declaration of the Rights of Indigenous Peoples. This is an opportunity for learners to engage in case studies and consider the differences between declarations and treaties.

Competencies

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

Indicators

- **Investigate** the origins of the rights included in the United Nations Declaration of Rights of the Child (CZ, COM, PCD, CT, TF)
- **Investigate** the origins of the rights included in the United Nations Declaration of Rights of Indigenous Peoples (CZ, COM, PCD, CT, TF)
- **Investigate** the similarities and differences between a declaration and a treaty (CZ, COM, PCD, CT, TF)

Concepts (and Guiding Questions)

Rights included in the United Nations Declaration of the Rights of the Child

What artifacts/evidence would you need to collect to provide examples of child rights issues?

Treaty and Declaration of the Rights of Indigenous Peoples

What artifacts/evidence would you need to collect to provide examples of indigenous peoples' rights issues?

Skills

Investigate

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

Social Studies Grade 6

Learners will **implement** age appropriate actions that demonstrate responsibility as global citizens.

Rationale

In this outcome, learners are required to support a position, make a plan, and take age-appropriate action to demonstrate their understanding of the responsibilities of global citizenship.

Competencies

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

Indicators

- **Analyse** the importance of the rights and responsibilities of being an active global citizen. (CZ, COM, CT, PCD, TF)
- **Analyse** various perspectives on a position in relation to a local/national/international issue. (CZ, COM, CT, PCD, TF)

Concepts (and Guiding Questions)

The rights and responsibilities of being a global citizen

- Why is it important to exercise both our rights and responsibilities as active global citizens?

Act on an issue

- How can our actions create positive change in our communities?

Skills

Implement

Select - Locate several relevant and dependable details to support an answer

Plan - Identify steps to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review steps and results from an investigation or problem solving. Reflect on varying perspectives and alternative solutions or findings. Identify potential new problems and/or issues.

Apply - Carry out or complete a procedure/ technique

Analyse

Gather and select appropriate information. Begin to reflect on accuracy, validity, and, importance, of the information. Communicate findings.