

# Social Studies—Essential Learning Outcomes 2015–2016

Social Studies Primary	Social Studies 1	Social Studies 2	Social Studies 3
<b>ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS</b>			
<p><b>Outcome 1:</b> Students will demonstrate an understanding of themselves as unique and special.</p>	<p><b>Outcome 1:</b> Students will demonstrate an understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups.</p>	<p><b>Outcome 1:</b> Students will describe changes in their lives and their reactions to these changes.</p>	<p><b>Outcome 1:</b> Students will locate their province in the Atlantic region.</p>
<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>describe characteristics about what makes a person special and unique (COM, CT)</li> <li>create positive images (both print and digital) to communicate understandings/learnings/ideas about being unique and special (COM, CT, CI, TF)</li> <li>share and discuss questions/learnings/ideas about what makes a person unique and special (COM, CT, PCD)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions to gain understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (COM, CT, CZ)</li> <li>create positive images (both print and digital) to convey ideas/perceptions/learnings of the diversity of cultural groups (COM, CT, CI, TF)</li> <li>discuss and share information about cultural groups in the community (COM, CT, CZ)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>identify types of changes that can occur in life (CT, COM, CZ, PCD)</li> <li>discuss learnings/perceptions/ideas about changes and their reaction to changes in their lives through listening, speaking, and creating images (COM, CT, PCD, CI, TF)</li> <li>ask questions about changes and why they may occur in family or community (COM, CT, CZ, PCD)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>gather information about the location of the province in relation to the Atlantic Canadian region (CT, COM, TF)</li> <li>use the cardinal points to locate and describe the province (Nova Scotia) in the Atlantic region (CT, COM)</li> <li>describe my province's location (both print and digital) in relation to the significant bodies of water surrounding it (COM, CT)</li> </ul>
<p><b>Outcome 2:</b> Students will identify and describe groups to which they belong.</p>	<p><b>Outcome 2:</b> Students will take age-appropriate action to practise responsible behaviour in caring for the environment.</p>	<p><b>Outcome 2:</b> Students will demonstrate an understanding of how individuals and cultural groups have contributed to change, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups.</p>	<p><b>Outcome 2:</b> Students will examine the origins of diverse peoples in their province and their expression of culture, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups.</p>
<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions about what makes characteristics of a group (within the school or community) (COM, CT)</li> <li>identify the attributes of selected groups to which you belong within the school or community [Teacher note: Be mindful of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups.] (CT, COM, CZ)</li> <li>create positive images (both print and digital) to convey ideas/learnings about groups (school/community) (COM, CT, TF)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions to gain information about the need to protect the environment (CT, COM, PCD, CZ)</li> <li>discuss responsible behaviour and caring for the environment [Teacher note: Be mindful of Mi'kmaq beliefs and practices in relation to the environment.] (COM, PCD)</li> <li>create positive images and/or short phrases (both print and digital) to convey understandings/ideas/perceptions/learnings of actions to practise responsible behaviour in caring for the environment (COM, PCD, CI, TF)</li> <li>engage in a practice(s) that can help to solve problems and promote environmental sustainability in their community (CT, COM, CZ, PCD, CI)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions regarding individuals or groups that have contributed to positive change in their school or their community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (CT, COM, PCD, CZ)</li> <li>explain how individuals and groups have contributed to change in their school or community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (COM, CT, CZ, CI, TF)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>formulate questions and generate ideas for research and inquiry about diverse peoples and cultures in the province (CT, COM, PCD)</li> <li>deduct ideas and synthesize facts from sources about peoples and cultures in the province, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (CT, COM, PCD)</li> </ul>

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<b>ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS</b>			
<p><b>Outcome 3:</b> Students will demonstrate an understanding that the need for co-operation is an important part of being a member of a group.</p>	<p><b>Outcome 3:</b> Students will demonstrate an understanding of Mi'kmaq communities in the province.</p>	<p><b>Outcome 3:</b> Students will give examples of how we make decisions as consumers.</p>	<p><b>Outcome 3:</b> Students will take action to promote positive interactions among people.</p>
<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>describe strategies for effective collaboration, and begin to work collaboratively with a partner (CT, CZ, COM, PCD)</li> <li>use positive images to describe ideas about co-operation in a group [Teacher note: Where appropriate, considering the diversity of Nova Scotia cultures.] (COM, CI, TF, CT)</li> <li>engage in problem solving, using very simple strategies, for collaboration (CT, PCD, COM, CI)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions and share information about where Mi'kmaq communities are located in Nova Scotia and the names of the communities (CT, COM, TF)</li> <li>create positive images (both print and digital) to convey learnings about modern Mi'kmaq communities in Nova Scotia from the point of view and perspective of Mi'kmaq community/people (COM, CT)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions about how people make decisions to purchase an item (CT, COM, PCD)</li> <li>discuss and share ideas (both print and digital) about how we make decisions as consumers through listening, speaking, creating images, and using simple words/phrases (COM, CZ, PCD, CI, TF)</li> <li>create criteria to determine why someone may purchase an item (CT, COM, PCD)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions to gather information about positive interactions among people (CT, COM, CZ, PCD)</li> <li>identify issues that could be helped by an action plan to promote positive interactions among people (CZ, COM, CT)</li> <li>generate ideas for an action plan to promote positive action among people that includes research and inquiry in regards to peoples and cultures in the province, including Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional cultural groups (CT, COM, CZ, PCD, CI)</li> </ul>
<p><b>Outcome 4:</b> Students will recognize that people (local), including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups, have varied traditions, historical roots, rituals, and celebrations.</p>	<p><b>Outcome 4:</b> Students will recognize that all people have needs and wants.</p>	<p><b>Outcome 4:</b> Students will demonstrate an understanding of sustainable development and its importance to communities (local).</p>	<p><b>Outcome 4:</b> Students will examine the rights and responsibilities of citizens in a democracy.</p>
<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>begin to ask questions about people and traditions, historical roots, rituals, and celebrations (COM, CT, PCD)</li> <li>describe and discuss varied traditions, historical roots, rituals, and celebrations, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (COM, CT, PCD)</li> <li>create positive images (both print and digital) to convey perceptions/ideas/learnings of peoples and traditions, historical roots, rituals, and celebrations (COM, CT, PCD, CI, TF)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions that help identify the difference between needs and wants (CT, COM, PCD)</li> <li>create positive images (both print and digital) to convey understandings that all people have wants and needs (COM, CZ, PCD, CI, TF)</li> <li>create, collaboratively, the criteria for wants and needs and compare and contrast wants and needs (CT, COM, PCD, CI)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>ask questions about sustainable development, and identify a sustainable topic/issue (CT, COM, CZ, PCD)</li> <li>convey ideas/perceptions/understandings (both print and digital) about sustainable development and its importance through listening, speaking, and creating a visual [Teacher note: Be mindful of Mi'kmaq beliefs and practices in relation to the environment.] (COM, CZ, PCD, CI, TF)</li> <li>develop a plan, as a class or in small groups, to support a sustainability issue in the community (COM, CZ, TF, CI, PCD, TF)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>express ideas of what it means to be a responsible citizen, including digital citizenship (PCD, CZ, COM, CT)</li> <li>identify rights and responsibilities in various social settings and how they influence group decision-making (an opportunity to consider treaties as promises with rights and responsibilities) (CT, CZ, COM, PCD)</li> </ul>