

Atlantic Canada Social Studies Curriculum



Atlantic Canada in the Global Community

Grade 9

CURRICULUM

**Atlantic Canada Social Studies
Curriculum: Atlantic Canada in the
Global Community, Grade 9**

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Atlantic Canada Social Studies Curriculum: Atlantic Canada in the Global Community, Grade 9

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Introduction

Course Overview

The grade 9 social studies course, *Atlantic Canada in the Global Community*, enables students to examine and reflect on the major issues that affect them as individuals, Atlantic Canadians, and global citizens. Students will explore and appreciate the unique physical features of this region; the diverse cultural, ethnic, and historical backgrounds that exist in Atlantic Canada; the economic issues and challenges they face in the context of global trends; the role of technology in the past, present, and future for Atlantic Canada; and the importance of world view for effective global citizenship.

The prescribed course of study seeks to introduce issues from the adolescent student's perspective and then expand each issue to place it in the Atlantic Canadian and the global context. Through this approach, students will become aware of their personal connections to each of the issues examined. This awareness is achieved through incorporating various disciplines, especially anthropology, economics, geography, history, law, political science, and sociology into five key themes.

The following organizational themes form the basic structure for *Atlantic Canada in the Global Community*: *Physical Setting*, *Culture*, *Economics*, *Technology*, and *Interdependence*. These themes were selected for their relevance to the adolescent and for the relatedness of each theme to each other. History and politics are incorporated throughout the course so that they become relevant in a context appropriate for adolescent learners.

- *Physical Setting* examines the size and location of Atlantic Canada in the North American and global contexts, the distinct physical features and beauty in the region, weather and climate patterns, and human interaction with the environment. Specific attention is given to settlement patterns as they relate to lifestyle and modern-day changes.
- *Culture* examines the concept of culture; contemporary cultures in Atlantic Canada; factors that shape and are shaped by culture; and the cultural, linguistic, and ethnic groups in the region. Cultural diversity, links between culture and lifestyle, and the process of continual cultural change are explored.
- *Economics* considers the role that basic economic principles play in students' daily lives and Atlantic Canadian society, the role of entrepreneurship, the various sectors of the economy, and key economic issues. Considerable attention is given to local, national, and international economic linkages.

- *Technology* includes an examination of general and historical applications of technology, its effects on employment and standard of living, and the role of technology in communications, transportation, manufacturing and resource industries, and in recreational, home, and community life.
- *Interdependence* examines the concept of world view and the factors that influence it, global citizenship, citizenship qualities, and the importance of global co-operation. Interdependence is included as a final summary theme and is also infused throughout the other four themes. Students will examine Atlantic Canada from a variety of perspectives and consider how choices and decisions made in this region impact upon and are affected by Canada and the global community.

Each theme provides opportunities for students to reflect on selected topics. After considering an issue or topic from a personal viewpoint, students can then expand their analyses to the regional and global levels. The involvement of other individuals, groups, organizations, governments, and institutions in any topic or issue is also encouraged where appropriate. All five themes are interconnected. Teachers are encouraged to draw on these links wherever possible so that the student is aware of the relationships that exist.

The themes are articulated through a set of specific curriculum outcomes and learning outcomes. It is expected that all the specific curriculum outcomes will be attained. Teachers may choose from a variety of learning outcomes to achieve this expectation. The knowledge, skills, and attitudes that comprise the curriculum outcomes are incorporated into the learning outcomes as appropriate. The learning outcomes are specified in terms of the three levels of cognitive taxonomy: acquiring basic information (knowing), using information in selected situations (applying), and processing information critically and reflectively (integrating). Current events are intended as an integral component of Atlantic Canada in the Global Community. Wherever appropriate, current events, issues, and examples ought to be incorporated into the learning outcomes. This will make the course more interesting and relevant for students.

Atlantic Canada in the Global Community is designed to facilitate resource-based learning and teaching. Teachers and students are encouraged to search for current case studies, news items, and statistics from print and non-print sources. Co-operative group strategies can also be used to attain many of the learning outcomes. The use of technology is also encouraged throughout this program. The theme *Technology* is intended as a study of the importance and pervasive nature of technology; but the whole program is intended as one in which students can utilize technology. The *Atlantic Canada in the Global Community Teacher Resource* (referred to hereafter as *Teacher Resource*) includes many suggested activities that incorporate the use of computers and other technologies.

Course Rationale

Society is experiencing rapid and fundamental economic, social, and cultural change that is affecting the way Atlantic Canadians live. Canadians are becoming aware of increasing global interdependence and the need to sustain a shared environment and its resources. The emergence of a highly competitive and integrative international economy, technological innovation, and a growing knowledge base will continue to have a profound impact on Canadians. This course will help prepare students for tomorrow's world, one that will continue to be characterized by change, increasing interdependence, and the pursuit of a sustainable relationship both with the environment and with all people.

The focus of this curriculum is to

- promote students' growth as individuals, as Atlantic Canadians, and as citizens of an increasingly interdependent world
- foster an awareness of the unique and particular ways students can view the interrelationships between Atlantic Canada and the global community
- integrate, through a cross-curricular approach, the concepts, processes, and ways of thinking drawn from the diverse disciplines of the humanities, social sciences, and pure sciences
- provide opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others

Course Outcomes

This social studies curriculum guide

- is based on the *Atlantic Canada Framework for Essential Graduation Learnings*
- offers support for teachers in terms of articulation of the philosophy and specific outcomes, instructional techniques, and evaluation suggestions for the classroom

Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the essential graduation learnings will prepare students to continue to learn throughout their lives. These learnings describe expectation not in terms of individual school subjects but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. Essential graduation learnings are cross-curricular, and curriculum in all subject areas is focussed to enable students to achieve these learnings. Essential graduation learnings serve as a framework for the curriculum development process.

Curriculum outcomes are statements articulating what students are expected to know and be able to do in particular subject areas. These outcomes statements also describe what knowledge, skills, and attitudes students are expected to demonstrate at the end of certain key stages in their education as a result of their *cumulative* learning experiences at each grade level in the entry-graduation continuum. Through the achievement of curriculum outcomes, students demonstrate the essential graduation learnings.

Graduates will demonstrate knowledge, skills, and attitudes in the following essential graduation learnings: aesthetic expression, citizenship, communication, personal development, problem solving, and technological competence.

Social studies provides diverse opportunities to further develop the essential graduation learnings. The following gives a rationale and examples to demonstrate the close links among the essential graduation learnings, social studies, and Atlantic Canada in the Global Community. (Note: numbers in parentheses refer to learning outcomes articulated in this document.)

Aesthetic Expression

Graduates will be expected to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Social studies provides numerous opportunities to achieve the outcomes related to aesthetic expression. In social studies classes students can be encouraged to express their views on social issues through various forms of the arts beyond the traditional written format. In addition, they are provided opportunities to examine how artists have expressed their views about the world over time.

Whether analysing historical artifacts or interpreting music and literature from various countries, students develop an appreciation of the role the arts play in interpreting their world and the world of others.

An Atlantic Canada in the Global Community student will be expected to, for example,

- identify landforms and water forms in Atlantic Canada that contribute to the aesthetic appeal and character of the region (1.2.12)
- identify various forms of oral expression through which societies and peoples express culture (2.1.4)
- identify ways in which the culture of a region is expressed through the arts community (2.2.9)

Citizenship

Graduates will be expected to assess social, cultural, economic, and environmental interdependence in a local and global context.

Social studies plays a prominent role in enabling students to develop as responsible citizens. By its very nature, social studies provides numerous opportunities to develop the various elements of citizenship education. From the social studies disciplines come the integral features of citizenship education — students' acceptance and fulfilment of roles as active and informed citizens in a pluralistic and democratic society. As students develop an understanding of the forces that shape society, they are provided with a point of reference that gives direction for the future. They are led to consider the principles of human rights and study the variety of beliefs and practices that exist in the world. They develop criteria for a just, pluralistic, and democratic society and learn to recognize the diverse nature of their culture and the interdependent nature of the world.

An Atlantic Canada in the Global Community student will be expected to, for example,

- research the issue of sustainability in one resource industry and suggest the steps that are necessary to achieve this (1.4.9)

- from personal experiences or those of others, appreciate the importance of belonging to a group (2.4.4)
- research and evaluate stereotyping and racism issues affecting Atlantic Canadians (2.5.5)
- assess the extent to which regional disparity exists in Atlantic Canada, in Canada, and in the global community (3.5.7)
- identify qualities and attributes that individuals need to be effective global citizens (5.3.1)

Communication

Graduates will be expected to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Social studies requires the student to listen critically to others; to evaluate and respond to others' arguments; to read for comprehension so as to understand cause and effect; to heighten their visual literacy through viewing pictures, slides, videos and artifacts; to distinguish between the relevant and the irrelevant; and to identify perceptions and bias. Students are required to take positions on past and current issues and to defend those positions in writing, discussions, and through presentations using various mediums.

Communication is implicit in social studies as students are asked to speak, listen, read, view, think, dramatize, and articulate their thoughts.

An Atlantic Canada in the Global Community student will be expected to, for example,

- construct a map of Atlantic Canada and locate on it his/her home community, the capital city for the province, a service centre in their area, and major transportation links (1.1.2)
- develop/examine a travel brochure for a vacation site in Atlantic Canada; determine the extent to which climate is promoted as a positive feature; consider average rainfall, annual number of frost-free days, ocean currents, and average temperatures (1.3.8)
- in a short essay, evaluate the extent to which the two cultures (traditional and popular) affect each other (2.2.8)
- examine the extent to which advertising affects purchasing choices and trends among their peer group (3.1.7)
- conduct a class survey to determine the place of origin of many of the goods students purchase and use; graph the results by country/place of origin (3.6.2)
- understand the term Information Highway/Internet and how it can affect people (4.1.5)

Personal Development

Graduates will be expected to continue to learn and to pursue an active, healthy lifestyle.

Personal development requires that individuals first know who they are—that they have a sense of identity, and that they know where they fit in the scheme of things. Social studies topics contribute to the development of these concepts. As students explore immediate and expanding environments, they learn about themselves in the context of the world around them. Many of the ethical issues that confront today's students must be examined from the critical perspective provided through the social studies. An appreciation of the changing nature of the world is implicit in this study.

An Atlantic Canada in the Global Community student will be expected to, for example,

- examine the attractions of living in Atlantic Canada today (1.5.6)
- assess the career opportunities that might be available in Atlantic Canada because of the region's cultural diversity (2.5.10)
- discuss the need to set personal financial goals (3.1.16)
- brainstorm with class members to identify possible venture opportunities in his/her community or area (3.3.9)
- understand the role of communications systems in his/her life (4.4.3)
- explore a human rights issue in Atlantic Canada that has international implications (5.2.7)

Problem Solving

Graduates will be expected to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.

Social studies provides a laboratory in which to explore the possible consequences of various policies in response to particular problems. Through this process a frame of reference is developed that enables students to analyse contemporary problems. An examination of such problems requires that students examine their assumptions, recognize the variety of perspectives that have to be considered in developing an acceptable solution, separate relevant from irrelevant information and bias from fact, as well as frame and test hypotheses.

Social studies helps students to respond as citizens to the problems that confront the world today with reference to their historical, social, economic, political, and geographic context. Thus, students will be able to act as empowered citizens, making the necessary decisions and solving problems in a critical and creative manner.

An Atlantic Canada in the Global Community student will be expected to, for example,

- suggest the effect Atlantic Canada's size and physical features have on the people who live in the region (1.2.15)
- suggest reasons for changes in settlement patterns in Atlantic Canada in the twentieth century (1.5.4)
- through research and discussion, analyse the effect of out-migration on the culture of a selected region (2.3.10)
- assess the degree to which there is a distinct Atlantic Canadian culture compared to other regions of Canada and the global community (2.7.12)
- evaluate the role of government in dealing with the economic challenges facing Atlantic Canada (3.5.13)
- identify four major concerns that have been raised regarding the automobile (fuel efficiency, safety, exhaust emissions, traffic congestion) and anticipate how these will be dealt with in the future (4.4.12)
- suggest ways that students can increase awareness of global citizenship in the community at large (5.3.4)

Technological Competence

Graduates will be expected to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Social studies provides opportunities for students to explore and employ various technological sources and tools. As students use word processing, CD-ROMs, the Internet, and various multimedia resources to discover the world past and present, they will be experiencing the role of technology in today and weighing the relative merits of this technology. The means by which they explore various social studies topics will illustrate the critical role that technology plays today, and has played through history.

Social studies is replete with opportunities to study the effect technological development has on society. Students are required to analyse the social and economic consequences of technological innovation from the influence of the wheel, and the impact of gun powder to the implications of genetic engineering. Recognizing the complex issues raised by old and new technologies is critical to achieving technological competence.

An Atlantic Canada in the Global Community student will be expected to, for example,

- use a satellite image of a storm pattern in an area of Atlantic Canada to determine for example, the advantage of satellite images in observing weather conditions and making appropriate forecasts (1.3.1)
- determine the extent to which the modern workplace affects the culture of a particular area (2.6.7)
- research loan options and interest rates for consumer loans at several financial institutions and use a software package to compare interest rates, total cost of borrowing, disability/life insurance options/costs for each loan option; use the same principle, loan term, and payment frequency in his/her comparison (3.2.4)
- recognize how technology is used daily by students and Atlantic Canadians of all ages (4.1.2)
- develop a time line of technological applications in the Atlantic region (4.2.6)
- evaluate the environmental effects of technology in the resource industries in the Atlantic region (4.6.6)
- evaluate how improvements in transportation and communication systems have led to increased global awareness in the twentieth century (5.2.5)

Course Outcomes for Atlantic Canada in the Global Community

Course Outcomes are broad statements articulating what students should be expected to know, be able to do, and value at the end of the course as a result of cumulative learning experiences in Atlantic Canada in the Global Community. Through the achievement of these course outcomes, students demonstrate the essential graduation learnings.

On the following pages are the course outcomes for Atlantic Canada in the Global Community. It should be noted that the skills and attitudinal outcomes are developed through all five themes of the course. The knowledge outcomes for each theme serve as the organizational means through which the skills and attitudes are developed.

COURSE OUTCOMES FOR ATLANTIC CANADA IN THE GLOBAL COMMUNITY

| Knowledge Students will be expected to demonstrate an understanding that | Skills Students will be expected to demonstrate competencies in |
|---|--|
| <ul style="list-style-type: none"> • people interact with their physical environment to create and refine their social environment • natural resources shape the decisions that people make as they meet their needs and wants • people organize into groups to achieve common and specific goals • culture is dynamic in its components, expressions, and evolution • economic development and vitality depend upon the choices and actions of individuals and groups • interdependence through the movement of goods, services, information, and people affects the well-being of the local, provincial, national, and global communities • the development and use of technology affects the viability and quality of life • people in the past contributed to the development of society • the economy and institutions evolve over time to meet a variety of needs • effective citizenship requires a sense of personal commitment, a willingness to act, and a concern for the future • global interdependence and technological change affect sustainable living and cultural understanding | <ul style="list-style-type: none"> • critical thinking, creative thinking, metacognitive thinking, problem solving, and decision making • co-operative learning skills essential to the development of positive self-concepts, empowerment, and teamwork • examining primary and secondary sources to study historical and current information • constructing, interpreting, inferring, and presenting spatial and temporal information through the use of graphs, charts, tables, time lines, and other visual aids • accessing, retrieving, evaluating, organizing, and presenting information in a variety of ways • appropriately using language, statistics, and other communication and presentation techniques in a variety of situations • appropriately using current technology |

| COURSE OUTCOMES FOR ATLANTIC CANADA IN THE GLOBAL COMMUNITY | |
|--|--|
| <p>Attitudes</p> <p>Students will be expected to demonstrate an appreciation for</p> | |
| <ul style="list-style-type: none"> • physical settings, natural beauty, and the availability of resources • the wide variety of ways that people can meet their needs and wants • the abilities and commitment of individuals and groups • the value of education and meaningful work to become contributing citizens • the importance and significance of the responsibilities and rights of citizenship • the contribution of the past to present-day cultures • the attitudes, beliefs, and the ways of life of people in other cultures • the obligation to protect and sustain the environment • the appropriate use of technology • the impact of interdependence on quality of life | |

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) are a further delineation of the outcome goals for the course. It is expected that all SCOs will be addressed within each theme. Discretionary decisions can be made by the teacher at the learning outcomes level.

The following are the SCOs for the themes of Physical Setting, Culture, Economics, Technology, and Interdependence:

| SPECIFIC CURRICULUM OUTCOMES FOR ATLANTIC CANADA IN THE GLOBAL COMMUNITY | |
|---|---|
| Theme One: Physical Setting The student will be expected to | Theme Two: Culture The student will be expected to |
| <ul style="list-style-type: none"> 1.1 identify and locate the Atlantic region in the Canadian, North American, and global contexts 1.2 describe the area, size, and physical features of Atlantic Canada 1.3 identify the basic weather and climatic patterns of Atlantic Canada 1.4 link human activity to the natural resources of the Atlantic region 1.5 identify and trace population and settlement patterns affecting Atlantic Canadians from Aboriginal to early new-world migration to the present day | <ul style="list-style-type: none"> 2.1 examine and develop a general concept of culture 2.2 examine and describe contemporary culture in the Atlantic Canadian context and its connections to other global cultures 2.3 demonstrate an understanding of the local and global factors that have shaped the culture(s) of Atlantic Canada 2.4 demonstrate an understanding of the nature of cultural, ethnic, and linguistic groups in Atlantic Canada 2.5 demonstrate an understanding of the issues and events surrounding cross-cultural understanding at the local, regional, and global levels 2.6 demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada 2.7 demonstrate an understanding of the local and global forces that cause cultures to constantly change 2.8 explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions |

**SPECIFIC CURRICULUM OUTCOMES FOR
ATLANTIC CANADA IN THE GLOBAL COMMUNITY**

| <p>Theme Three: Economics The student will be expected to</p> | <p>Theme Four: Technology The student will be expected to</p> |
|--|---|
| <p>3.1 examine and explain the role that basic economic principles play in daily life</p> <p>3.2 demonstrate an understanding of the role of economics in Atlantic Canadian society</p> <p>3.3 evaluate the importance of economics in entrepreneurship</p> <p>3.4 examine and explain the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada</p> <p>3.5 analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians</p> <p>3.6 identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities.</p> | <p>4.1 develop a concept of technology and explain its regional and global applications</p> <p>4.2 examine and describe the historical application of technology in the Atlantic region</p> <p>4.3 demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada</p> <p>4.4 analyse how technology affects transportation and communications in the Atlantic region</p> <p>4.5 examine and describe the effects of technology on manufacturing in the Atlantic region</p> <p>4.6 analyse the effect of technology on resource industries in Atlantic Canada</p> <p>4.7 evaluate the effects of technology on recreation, home life, and community life</p> |

**SPECIFIC CURRICULUM OUTCOMES FOR
ATLANTIC CANADA IN THE GLOBAL COMMUNITY****Theme Five: Interdependence**

The student will be expected to

- 5.1 explore his/her concept of world view and explain the factors that influence and are influenced by it
- 5.2 examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems
- 5.3 assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community
- 5.4 demonstrate an understanding that the future well-being of Atlantic Canada involves co-operation with the national and global communities

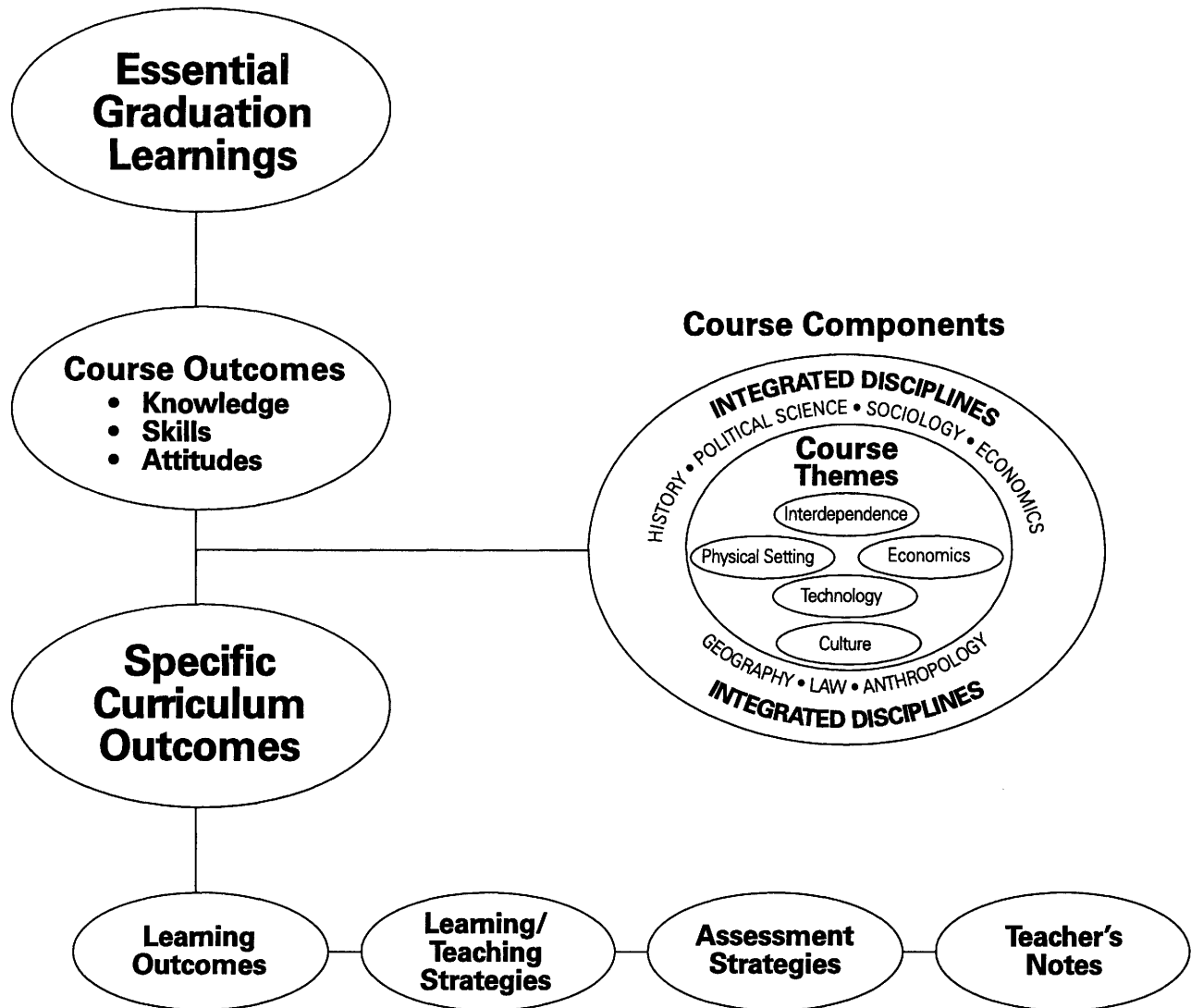
Learning Outcomes

Learning outcomes (LOs) are further elaboration of the SCOs. Each LO is constructed as a means by which the student demonstrates the attainment of knowledge, skills and/or attitudes. The LOs are specified in terms of a reasonable balance of skills from acquiring basic information (Knowing—K) to using this information in a new situation (Applying—A) to processing the information critically and reflectively (Integrating—I).

It is unlikely that teachers will have the scheduled time to facilitate their students' completing all the LOs. It is recommended that each teacher select a range of LOs for each SCO. The selection of LOs will depend on students' abilities, engagement, prior learning, and time on task.

Therefore, in the pages that follow there will not be a sample teaching/learning strategy or assessment strategy for each LO.

Course Design



Course Design

In planning and organizing this course

- the course outcomes provide the broad framework—these outcomes are the big picture
- all 30 SCOs are to be addressed
- the LOs are discretionary

In terms of course planning, a number of options can be considered:

- using sequential themes as per the textbook
- using a topical approach across the themes that allows the students to address the SCOs, e.g., sustainability, fisheries, re-settlement (see pp. 20–21)
- setting the stage with Physical Setting and then using the topical approach

Whichever option or variation is used, students must be provided with opportunities to address all SCOs.

The LOs are discretionary because teachers can determine what LOs are most appropriate for their students in terms of each student's abilities, prior knowledge, and learning needs. Therefore, this curriculum guide does not provide a learning/assessment activity for each LO.

This guide presents a limited number of sample strategies that can be used as is, adapted, or used as a template for development of additional activities. In selecting and developing learning strategies, teachers must maintain a balance of the three taxonomies (K, A, I).

This guide also presents a limited number of sample assessment strategies and end-of-theme assessments.

The Teacher's Notes column is intended for teachers to record ideas and references that will assist in planning for instruction. Suggestions may be included for some outcomes. In addition, teachers should note the appropriate pages in the student text, *Atlantic Canada in the Global Community* (referred to hereafter as *Student Text*), and in the accompanying *Teacher Resource* that correspond to particular outcomes.

Selected Connections Across the Student Text

| Topics | Theme 1 Physical Setting | Theme 2 Culture | Theme 3 Economics | Theme 4 Technology | Theme 5 Interdependence |
|-------------------------------------|--|--|--|--|--|
| Fisheries | pp.26-29, "Warier Forms in Atlantic Canada" | pp.118-121, "Case Study—Lunenburg" pp.102-103, "A Focus on Fine Art" | pp.159-161, "Primary Industry—Harvesting the Sea" p.191, "Case Study—From the Sea" | pp.210, "Aqua Bounty Farms" pp.226-229, "Technology and the Northern Cod" | p.278, "Case Study—Coady International Institute" |
| Agriculture | pp.24-25, "Landforms in Atlantic Canada" | pp.118-121, "Case Study—Lunenburg" | pp.159-160, "Primary Industries" p.163, "Farming in Atlantic Canada" pp.166-168, "Case Study—Potato Farming PEI" pp.170-171, "Case Study—McCain's" p.173 : " PEI Food Technology Centre" p.190, "Case Study—Atlantic All-star Genetics" | p.199, "Global Technological Timeline" p.210, "Case Study—Genetic Engineering An Ethical Dilemma" pp.237-238, "Technology on the Farm" | p.278, "Case Study—Coady International Institute" |
| Re-Settlement (Population Movement) | p.52, "Our Migration" pp.55-56, "Aboriginal Peoples" p.58, "Acadians" pp.59-60, "Loyalists, Enclosures, Potato Famine" pp.61-62, "African-Canadians/Africville" p.63, "Post War Refugees" | pp.87-88, "Canada's Immigration Policy" pp.102-103, "A Focus on Fine Art" pp.105-106, "Case Study—The Acadian Renaissance" pp.115-117, "Case Study—Lebanese community of PEI" | p.186, "Brain Drain" | pp.202-203, "First Nations" | p.258, Visual re: refugees pp.266-267, "Case Study—A Place of Refuge" pp.274-276, "Our Cultural Connections" |

Selected Connections Across the Student Text

| Topics | Theme 1 Physical Setting | Theme 2 Culture | Theme 3 Economics | Theme 4 Technology | Theme 5 Interdependence |
|-------------------|--|---|--|---|--|
| Global Connection | pp.14-16, "Case Study—Titanic" p.31, "In Making Global Connections" pp.37-40, "Factors Affecting the Climate of Atlantic Canada" p.41, "World Climate Change" | pp.68-69, "Culture: A Global Perspective" p.81, "Cultures Change" pp.82-83, "Celebrating Cultural Diversity" p.84, "Career Focus: Meet on ESL Teachers" p.94, "Did You Know (Musical Roots)" p.101, "Did You Know (Anne of Green Gables and Japan)" p.106, "Global Connections (Acadians)" p.127, figure 9.4 "Ballot" p.133, "Did You Know—Lobby" | pp.170-171, "Case Study—McCains" pp.180-182, "Sabian Symbols" pp.183-184, "Quality of Life" pp.188-189, "Importance of Trade" | pp.198-199, "Technology and Change" pp.214-215, "Transportation" pp.216-217, "Case Study—Confederation Bridge" pp.218-219, "Communications: Reshaping Our World" p.229, "Fisheries Around the World" p.235, "Clear Cutting and the Rain Forest" p.242, "Global Economy" | Chapter 17 and 18 |
| Sustainability | p.27, "Our Fragile Wetlands" p.30, "People in their Environment" p.41, "World Climate Change" | pp.112-114, "Case Study—The Labrador Inuit" pp.118-121, "Case Study—Lunenburg" | pp.159-168, "Primary Industries" | p.199, "Global Technological Timeline" pp.210-211, "Case Study—Genetic Engineering" pp.226-229, "Technology and the Northern Cod" p.230, "Sustainable Development" | pp.259-261, "Developing a View of the World" pp.262-263, "A Global World View" p.264, "Brundtland Report" p.272, "Our Environmental Connections" p.273, "Raising the Irving Whale" |
| Other Topics | | | | | |

Course Content: Themes and Outcomes

Theme One: Physical Setting

The student will be expected to demonstrate an understanding that

- *people interact with their physical environment to create and refine their social environment*
- *natural resources shape the decisions that people make as they meet their needs and wants*
- *people in the past contributed to the development of their society*

Skills and attitudinal outcomes will be developed throughout the theme. The knowledge outcomes that are outlined for this theme serve as the means through which the skills and attitudes are developed.

Notes to Teachers

It is unlikely that teachers will have the time required within the school's timetable to facilitate their students' completing all the LOs. It is recommended that each teacher select a range of LOs for each SCO. The selection of LOs will depend on students' abilities, engagement, prior learning, and time on task.

Sample Learning/Teaching Strategies—The following sample learning/teaching strategies are models of appropriate approaches to help students achieve the SCOs. Teachers should select, adapt, or add similar strategies according to the learning situation and the abilities of their students.

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Teacher's Notes—Since a resource-based approach is intended for this curriculum, the Teacher's Notes column is intended for teachers to record ideas and references that will assist in planning for instruction. Suggestions may be included for some outcomes. In addition, teachers should note the appropriate pages in the *Student Text* and in the accompanying *Teacher Resource* that correspond to particular outcomes.

The student will be expected to

1.1 identify and locate the Atlantic region in the Canadian, North American, and global contexts

Learning Outcomes

The student will be expected to, for example,

- 1.1.1 define the terms relative location, absolute location, latitude, longitude, co-ordinates, physical feature, and cultural feature (K)
- 1.1.2 construct a map of Atlantic Canada and locate on it his/her home community, the capital city for the province, a service centre in the area, and major transportation links (A)
- 1.1.3 use a map or globe to describe the location of the four Atlantic provinces relative to one another (A)
- 1.1.4 locate, by their co-ordinates, the capital cities of the four Atlantic provinces (K)
- 1.1.5 use a topographical map of his/her area to locate a physical feature and a cultural feature using a six-figure co-ordinate system (A)
- 1.1.6 describe the location of Atlantic Canada in the North American context (I)
- 1.1.7 use a map or globe to describe the location of the Atlantic provinces in relation to bodies of water, nearby provinces and states, ocean currents, the prime meridian, the equator, Europe, Mexico, Japan, Latin America, Caribbean, Atlantic Rim (A)
- 1.1.8 identify a variety of systems used to locate places (K)

Sample Learning/Teaching Strategies

Teachers can divide the class in groups and assign each group one of the geographical concepts to review and present to the class.

Teachers can have students

- draw from memory mental maps of Atlantic Canada including physical and cultural features (Teachers should collect these for diagnostic purposes.)
- (in pairs or triads) complete the following map exercise(s) using
 - a local topographical map.
 - an Atlantic outline map,
 - a world outline map

Map Exercise: On the topographical map identify the following; on the two outline maps students could label the following:

 - physical features, e.g., landforms, bodies of water
 - cultural features, e.g., communities, service centres, transportation links
 - absolute location of a physical and cultural feature using co-ordinates
 - relative location—describe the location of a cultural and physical feature and Atlantic Canada in the global context
- (through whole-class discussion and sharing) compile composite class maps of Atlantic Canada in the global community
- (as a whole-class activity) develop a concept map of the Atlantic Rim

The student will be expected to

1.1 identify and locate the Atlantic region in the Canadian, North American, and global contexts

Sample Assessment Strategies

Teachers can have students

- use maps (e.g., highway or alternative) of another province or region to illustrate their understanding of the geographic concepts
- individually write a paragraph explaining the significance of the relative location of Atlantic Canada on the Atlantic Rim
- (in groups) create treasure hunt maps using all the geographical concepts (e.g., co-ordinates, physical and cultural features)—groups then can exchange maps and assess the effectiveness of each other's map (consider cross-curricular activity with physical education re: orienteering)
- demonstrate understanding of geographic concepts (physical features, cultural features, etc.) by applying them to a map (e.g., highway or an alternative) of another province or region
- (at the completion of this theme) individually create a second mental map of Atlantic Canada, and then compare it with their first effort

Teacher's Notes

The concept of absolute location can be further reinforce using GPS (Global Positioning System).

Contact local sources (e.g., Ground Search and Rescue, fishers) to access GPS devices and expertise.

Investigate GIS (geographic information systems) to broaden student's understanding of maps, mapping and their potential.

Tourism departments or bureaus may be able to provide highway map.

The student will be expected to

1.2 describe the area, size, and physical features of Atlantic Canada

Learning Outcomes

The student will be expected to, for example,

- 1.2.1 rank the provinces of Atlantic Canada in order of size by visual observation, using a print/an electronic map (A)
- 1.2.2 define the terms scale and time zone (K)
- 1.2.3 describe the purposes of time zones (A)
- 1.2.4 describe the difference between physical distance and time distance (A)
- 1.2.5 select three places in Atlantic Canada he/she would like to visit, explain why he/she chose them, and list the absolute location, travel direction, physical distance, and time/distance (I)
- 1.2.6 determine the total coastline distances for each of the Atlantic provinces (A)
- 1.2.7 use an aerial photo or topographic map to describe the typical landscape in a selected area (A)
- 1.2.8 use an aerial photo or topographical map to identify the major landforms in Atlantic Canada (A)
- 1.2.9 define the terms bay, gulf, and strait (K)
- 1.2.10 define the terms river, pond, and lake (K)
- 1.2.11 use a physical features map to identify each of the major landforms and water forms for a selected region (A)
- 1.2.12 identify landforms and water forms in Atlantic Canada that contribute to the aesthetic appeal and character of the region (I)
- 1.2.13 identify the boundaries in Atlantic Canada that are defined by physical features (A)
- 1.2.14 compare a physical map of the Atlantic region with a political map (A)
- 1.2.15 suggest the effect Atlantic Canada's size and physical features have on the people who live in the region (I)

Sample Learning/Teaching Strategies

Teachers can divide the class into groups, each with a task which will result in a bulletin board display of selected elements of size, area, and physical environment.

Suggested group tasks follow:

Group 1: Draw an outline map showing the main rivers, lakes, bays, and other prominent physical features; capital cities, and other important cities/towns.

Group 2: From travel brochures and magazines, collect pictures to illustrate each of the features listed above.

Group 3: Draw four proportionate circles to represent the areas of the four provinces (refer to Figure 2.4, p.21 in *Student Text*). Teachers can help students select a useful scale (centimeters to kilometers) to determine the length of the radius for each circle. One suggestion is 1 cm = 50km. If used, the radii for the circles are NS: $r = 2.7$ cm; NF/Lab: $r = 7.2$ cm; PEI: $r = 0.8$ cm; NB: $r = 3.1$ cm. Draw a bar graph to illustrate the length of coastline for each province.

Teachers should discuss with students the importance of careful selection of a scale such that the data, given the range of values, can be represented by the height of the bars.

The coastline data needed: NS: 7578 km; NF/Lab 15 286 km; PEI 1 260 km; NB 2 269 km. These tasks can be completed through use of computer-based graphics programs.

Group 4: (using Figure 2.2, p.19 in the *Student Text*) calculate the physical distance from Halifax to each of the other three capitals. Draw lines, using convenient scale, to connect Halifax to these cities. Obtain an airline schedule and determine the time-distance from Halifax to each of the centres. Using a suitable scale, indicate on each physical distance line how far from Halifax the time-distance extends.

Group 5: Find several examples for each province where a place name is linked to a prominent physical feature (Rocky Point, PEI).

Group 6: Collect or create songs, poems, or collect short newspaper clippings about how the physical environment shapes the way of life in Atlantic Canada (e.g., *Let Me Fish Off Cape St. Mary's*).

Group 7: Develop a layout and design for the bulletin board display to present the work of Groups 1-6. Make creative use of headings/subheadings, colour, size, and so on. Some explanation of parts of the display will be necessary. Monitor the work of the other groups' preparation for this task.

The student will be expected to

1.2 describe the area, size, and physical features of Atlantic Canada

Sample Assessment Strategies

Teachers can have students

- discuss how well the co-operative tasks worked—Did everyone work well together? Could the group process be improved? How can the displays be enhanced?
- select songs or poems about life in an area of Atlantic Canada, and then write brief analyses to support the notion that the environment helps to shape the way a living is made and that a particular attitude toward the environment evolves
- select three cities/towns to which they might relocate—to help them decide why they made the selections they did, teachers can ask them to
 - (1) make a list of the reasons for each choice
 - (2) describe what they know about these places
 - (3) rank them from most preferred to least preferred
 - (4) provide their reasons for this ranking
 - (5) identify the advantages the relocation to the preferred place would provide over their local community
 - (6) identify some aspects that may be lost by virtue of leaving their community
- use peer and group evaluation forms to assess the co-operative learning
- (with teachers) develop the criteria to assess the product of the co-operative group work (See TRM/ SRM in *Teacher Resource*.)

Teacher's Notes

The student will be expected to

1.3 identify the basic weather and climatic patterns of Atlantic Canada

Learning Outcomes

The student will be expected to, for example,

- 1.3.1 use a satellite image of a storm pattern in an area of Atlantic Canada to determine the following:
- absolute location of the centre of the storm
 - the storm's relative location
 - the probable weather conditions in a selected location affected by the storm
 - the advantages of satellite images in observing weather conditions and making appropriate forecasts(I)
- 1.3.2 describe the conditions that affect wind direction (A)
- 1.3.3 using a map of world currents, identify the currents that affect Atlantic Canada (K)
- 1.3.4 describe the effect that ocean currents can have on weather patterns and temperature (A)
- 1.3.5 identify the effects that elevation can have on weather conditions in Atlantic Canada (A)
- 1.3.6 describe the features of a maritime climate and a continental climate (A)
- 1.3.7 identify the factors that most affect the climate of a selected area (A)
- 1.3.8 develop/examine a travel brochure for a vacation site in Atlantic Canada; determine the extent to which climate is promoted as a positive feature; consider average annual rainfall, annual number of frost-free days, ocean currents, and average temperatures (I)
- 1.3.9 determine the extent to which climate in Atlantic Canada has influenced the following:
- house types and construction materials
 - travel systems
 - clothing and other personal purchases
 - recreational activities (I)

Sample Learning/Teaching Strategies

Teachers can have students

- compare a climograph for Vancouver to one for Halifax and account for the differences and similarities
- compare the frost-free season (the number of days between the last frost in the spring and the first in the fall) for St. John's, Charlottetown, Yarmouth, Saint John and Labrador City; explain why these figures are important; discuss implications of the differences
- develop brochures that would attract tourists to the Atlantic region beyond the normal tourist season
- record the number of times the weather is mentioned in adult conversation over the period of a week—determine what the frequency indicates about people's relation with the weather.
- compare, through research, the effects of the climate of Labrador with the effects of climate on another selected region of Atlantic Canada
- make note in their journals of the significant meteorological events during a class determined length of time
- analyse daily weather reports in order to discuss which individuals and groups would be interested in the weather and discuss why they would be interested
- undertake class presentations using information about the climate in Atlantic Canada to explain the following:
 - high level of energy use in Atlantic Canada
 - the problems of flat roofs
 - the species of trees found in our forests
 - economic pros and cons of snowfall
 - effect on tourism

Teachers can have one group of students use a climograph for Edmundston to identify the characteristics of a continental climate and a second group to use a climograph for Saint John to identify the features of a maritime climate. Compare and contrast to explore the differences and reasons for the differences.

The student will be expected to

1.3 identify the basic weather and climatic patterns of Atlantic Canada

Sample Assessment Strategies

Teachers can have students

- distinguish between weather and climate
- explain how the Gulf Stream and the Labrador Current influence climatic conditions in Atlantic Canada
- explain why temperatures become colder at higher elevations
- write to imagined friends in Victoria, BC, and explain why the average January temperature in Yarmouth is -3 degrees C, while Victoria averages 4 degrees C
- draw charts in which they outline how each of the following influence the climate in Atlantic Canada:
 - location
 - the sea
 - air masses
 - elevation
- explain why
 - the temperature in the interior of Newfoundland in summer is several degrees higher than along the coast
 - an ice-free ocean moderates the temperature during winter
 - the ski hill in Edmundston, NB, is likely to have better snow conditions than the ski hill at Cape Smokey, NS
 - covered bridges were built in Atlantic Canada
 - wind turbines were established on PEI
 - beaches bordering the Northumberland Strait are said to have the warmest waters north of South Carolina

Teacher's Notes

Contact the Canadian Council for Geographic Education (CCGE). The council promotes geography education through workshops and the distribution of teaching resources.

Canadian Council for Geographic Education
c/o Faculty of Education
Queen's University
Kingston ON K7L 3N6

The student will be expected to

1.4 link human activity to the natural resources of the Atlantic region

| Learning Outcomes | Sample Learning/Teaching Strategies |
|--|--|
| <p><i>The student will be expected to, for example,</i></p> <p>1.4.1 define gross domestic product (K)</p> <p>1.4.2 identify the major natural resources found in Atlantic Canada (K)</p> <p>1.4.3 analyse a series of photos depicting land use in Atlantic Canada to determine the relationship between physical environment and primary activity (A)</p> <p>1.4.4 refer to a table or a map to determine the percentage of land in each Atlantic province considered to be suitable for agricultural use and identify the types of agricultural products from the region; ranking each province from highest to lowest in terms of land quality, percentage of population employed through agriculture, and percentage of GDP attributed to agriculture (A)</p> <p>1.4.5 retrieve current statistics to prepare a report that</p> <ul style="list-style-type: none"> - identifies the region with the highest percentage of productive forests - identifies the province with the highest percentage of people employed in the forest industry - assesses the importance of forestry in each of the Atlantic provinces in terms of GDP - evaluates the effectiveness of forest management practices in Atlantic Canada (A) <p>1.4.6 using print and non-print resources prepare a presentation that</p> <ul style="list-style-type: none"> - shows the importance of fishing as a percentage of GDP in Atlantic Canada - determines the importance of fishing in terms of percentage of population employed - graphs the historical landings for several selected species - evaluates the impact of technology on the industry - suggests creative solutions based on issues identified (I) <p>1.4.7 using current statistics,</p> <ul style="list-style-type: none"> - identify the principal mineral areas of Atlantic Canada - locate open-pit, underground, and ocean floor mining sites - determine the importance of mining in terms of GDP - assess the importance of oil and gas exploration on the continental shelf - identify hazards associated with offshore oil and gas exploration (I) <p>1.4.8 identify a human-made threat to each of the resource industries (A)</p> <p>1.4.9 research the issue of sustainability in one resource industry and suggest the steps that are necessary to achieve this (I)</p> <p>1.4.10 locate the major tourist attractions or vacation sites in a selected area of Atlantic Canada and determine the extent to which these exist or are supported by the landforms and water forms in the area (I)</p> | <p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • illustrate the principles of sustainable development (development that meets the needs of the present without jeopardizing the ability of future generations to meet their needs) by reference to <ul style="list-style-type: none"> - the northern cod fishery - potato farming on PEI and NB - forestry practices on private woodlots - the rate of extraction of mineral resources • research the roles of the following in contributing to the decline of farmland: <ul style="list-style-type: none"> - competition from imported foods - demands of farm life - government policies - urban and suburban spread <p>(Teachers should note that although the area of farmland has decreased dramatically, agricultural output has increased. They can have students examine charts illustrating how this increase is related to the use of insecticides, herbicides, and fertilizers and explore the consequences of such practices on a regional and global scale.)</p> • arrange round-table discussions on fishing practices where students role-play the following to illustrate the variety of perspectives involved: <ul style="list-style-type: none"> - an inshore fisher - an offshore fisher - an environmentalist - a fish corporation - a provincial government - the federal government <p>(Note: a variation of this exercise could have students discuss farming, forestry, or mining practices.)</p> <p>Teachers can select one major element in the economy of their region (farming, fishing, agriculture, mining) and direct students to undertake a webbing exercise showing the economic, environmental, and social factors that affect the activity and the economic, social, and environmental impact of that activity.</p> |

The student will be expected to

1.4 link human activity to the natural resources of the Atlantic region

Sample Assessment Strategies

Teachers can have students

- provide examples that illustrate the statement that “resource use often suggests choices between the environment and the economy”; they can then be asked to challenge this perception by providing examples that illustrate that the economy will suffer if the environment is ignored, or that good environmental policies make good economic sense.
- imagine what would happen if an important aspect of everyday life in their communities was threatened by economic or environmental changes and then create a cause and effect diagram (*Teacher Resource*, p. 35, SRM #9, p. 60) to indicate some probable effects of one of the following:
 - fewer trees suitable for logging
 - dramatically fewer fish in local waters
 - dramatic drop in demand for locally mined minerals
 - soil depletion in farming regions
- undertake research assignments or position papers that outline
 - aquaculture within the context of sustainability
 - the benefits and costs associated with the development and distribution of Sable gas or Hibernia oil
 - the possibilities for ecotourism in a regional or local context
- analyse the following statements in terms of good news and bad news:
 - The demand for potatoes is increasing significantly.
 - Global warming will mean a longer growing season in the Atlantic region.
 - Trawlers have dramatically increased their ability to catch fish.
 - Hydro development reduces total SO₂ emissions.
 - Housing boom increases demand for lumber.

Teacher’s Notes

In the *Student Text* this SCO is dealt with under the themes of *Economics* and *Technology* (see *Student Text*, pp.159–168, chapter 15, pp. 226–239).

See *Teacher Resource*, pp. 341–342, Appendix D, *New Brunswick Forests at a Glance*.

Environment Canada maintains a Web site, which includes a section on the Atlantic region. The address is <http://www.ec.gc.ca/>

The student will be expected to

1.5 identify and trace population and settlement patterns affecting Atlantic Canadians from Aboriginal to early new-world migration to the present day

Learning Outcomes

The student will be expected to, for example,

- 1.5.1 research an Aboriginal group that inhabited a part of Atlantic Canada prior to new-world migration and identify their primary settlement sites and migration routes; speculate as to why these patterns existed (I)
- 1.5.2 select an area of Atlantic Canada and identify the locations of settlement for early settlers; suggest reasons for the selection of these settlement sites (A)
- 1.5.3 identify the general settlement patterns that existed in a selected region of Atlantic Canada early in the twentieth century and compare those with the patterns that exist today (A)
- 1.5.4 suggest reasons for changes in settlement patterns in Atlantic Canada in the twentieth century (I)
- 1.5.5 determine the percentage of urban to rural population patterns for each of the Atlantic provinces (K)
- 1.5.6 examine the attractions of living in Atlantic Canada today (I)
- 1.5.7 research out-migration in Atlantic Canada during the twentieth century and suggest reasons for this trend (A)
- 1.5.8 discuss trends in population patterns that might appear in Atlantic Canada in the next decade (I)
- 1.5.9 discuss ways in which the land mass of Atlantic Canada affects population distribution and current population trends (A)

Sample Learning/Teaching Strategies

Teachers can have students

- undertake surveys to determine where their relatives who live outside the Atlantic region are located and when and why they left the region; discuss the patterns that emerge from the analysis of the information
- consult an atlas of the Atlantic region and identify places names that reflect
 - a particular landscape or physical feature
 - the cultural diversity of Atlantic Canada
 - family names of first settlers
 - association with other languages
 - religious connections
 - specific events
 (Teachers may wish to start with their province and move outwards.)
- using a world map, pins, and coloured strings, connect the place names in Atlantic Canada to their place of origin, e.g., New Glasgow-Glasgow, Scotland
- examine a map that shows how the sea has divided the region to illustrate the fragmented nature of the Atlantic region, and explore the following efforts to overcome this fragmentation:
 - the Canso Causeway
 - the Confederation Bridge
 - the Chignecto Ship Railway
 - the North Sydney-Port aux Basques Ferry
 - the ferry service to Grand Manan
- (in groups) create charts in order to compare and contrast the location of Acadian settlements pre and post expulsion by examining the following factors: location, physical landscape, economic activity, political and social status (majority to minority)
- analyse the rural to urban trend in Atlantic Canada 1891–1995, using Appendix E of the *Teacher Resource* (pp. 343–347)

The student will be expected to

1.5 identify and trace population and settlement patterns affecting Atlantic Canadians from Aboriginal to early new-world migration to the present day

Sample Assessment Strategies

Teachers can have students

- explain why
 - Prince Edward Island is the most densely populated of the Atlantic provinces
 - populations tend to be concentrated along the coasts and in the river valleys of Atlantic Canada
 - the British established the port of Halifax
- identify the features common to the following regions,
 - South Shore of Nova Scotia
 - Acadian Peninsula of New Brunswick
 - Annapolis Valley
 - Avalon Peninsula
 - Labrador
 - Cape Breton
 - North Shore of PEI or New Brunswick

(Teachers can note that a region is defined as an area which shares certain common features of the physical and human landscape.)
- explain why the following areas are thinly settled:
 - the interior of New Brunswick
 - the interior of Newfoundland
 - the highlands of Cape Breton
- examine population tables and explain why population growth in the Atlantic region has been slower than other regions of the country
- explore migration patterns in Atlantic Canada in assigned groups by investigating the following case studies:
 - movement of people from the Newfoundland outports
 - migration to Boston and the New England states
 - African-Canadian migration into Atlantic Canada
 - seasonal migration patterns of Aboriginal peoples
 - recent immigration patterns

Teacher's Notes

Obtain a topographic map for the local area and compile a list of physical characteristics that have influenced its development.

Consult the *Canadian Communities Atlas* for online, interactive information on the Atlantic region at <http://cgdi.gc.ca/ccatlas>

Sample Theme Assessments— Physical Setting

The following sample test questions and assessment activities offer suggestions that teachers may select and adapt as appropriate to their needs. Teachers can also choose and adapt the activities that are offered in the sample assessment strategies of this guide, as well as those suggested in the *Teacher Resource*.

Sample Test Questions

- Identify five of the following and explain their connection with the theme of physical setting:
 - topographic map
 - relief map
 - aerial photography
 - Global Positioning System (GPS)
 - satellite images
 - global warming
 - glaciers
 - wetlands
 - radiosonde
 - satellite weather map
 - migration
 - prime meridian
 - locator map
- Using an outline map of Atlantic Canada, identify the following:
 - the four provincial capitals
 - Saint John, Moncton, Sydney, Summerside, Cornerbrook
 - Cabot Strait, Atlantic Ocean, Northumberland Strait, Strait of Belle Isle, Gulf of St. Lawrence, Bay of Fundy
 - St. John River, Churchill River, Annapolis River, Hillsborough River
 - Confederation Bridge, any three ferries
 - Relative location—draw and number an arrow for each of the following:
 - Central Canada
 - New England
 - Europe
 - Africa
 - Caribbean
- Write a paragraph on one new technology (developed over the last 50 years) that helps us either in finding our location or in forecasting our weather. In this paragraph you should
 - identify and describe the technology
 - explain what it has replaced
 - discuss its impact
 - give examples of its use
- List three generalizations about how the landforms and/or water forms influenced settlement patterns. Support each generalization with a specific example.
- Discuss some of the challenges and opportunities that would be faced by immigrant youth coming to the Atlantic region.
- Identify and locate on a map three areas of settlement of Aboriginal peoples in Atlantic Canada.
- Identify and describe a technology that one of the Aboriginal peoples developed to meet the challenges of their physical setting.
- Describe an example of how the climate in Atlantic Canada has influenced each of the following:
 - house types and construction materials
 - travel systems
 - clothing
 - recreation

- Explain the key factors that influence the weather and climatic conditions in Atlantic Canada.
- Discuss the relevance of the following statement, “Many Atlantic Canadians today can trace their ancestry to those who came to this region as refugees.”
- Create a cause and effect organizer (see SRM 9 of the *Teacher Resource*) to demonstrate your understanding of events surrounding the sinking of the Titanic.

Sample Assessment Activities

Using the following chart, research four places in the Atlantic region. Use your own area and then choose one area from each of the other three Atlantic provinces. Try to choose places that are of the same size as your own in each of the other provinces. For example, if you live in a town of approximately 20,000 people, find a town of similar size in the other three provinces.

| <i>Province</i> | <i>Prince Edward Island</i> | <i>Newfoundland and Labrador</i> | <i>Nova Scotia</i> | <i>New Brunswick</i> |
|----------------------|-----------------------------|----------------------------------|--------------------|----------------------|
| Place Name | | | | |
| Location | | | | |
| Landforms | | | | |
| Water forms | | | | |
| Natural resources | | | | |
| Climate | | | | |
| Transportation links | | | | |

- Once you have completed your research and your chart, suggest some reasons why people might have chosen to settle in these places.
- Write a letter to the premier of Nova Scotia protesting the destruction of Africville and explain your reasons.
- Throughout this theme you have been using maps for various purposes. Give a demonstration of how you would teach someone to create a map.
- Create a visual (collage, poster, painting) that illustrates physical barriers that worked against the formation of a unified Atlantic Canada.
- Use a visual organizer to outline factors influencing out-migration from Atlantic Canada within a selected time period.

Course Content: Themes and Outcomes

Theme Two: Culture

The student will be expected to demonstrate an understanding that

- *people interact with their physical environment to create and refine their social environment*
- *people organize into groups to achieve common and specific goals*
- *culture is dynamic in its components, expressions, and evolution*
- *people in the past contributed to the development of society*
- *effective citizenship requires a sense of personal commitment, a willingness to act, and a concern for the future*
- *global interdependence and technological change affect sustainable living and cultural understanding*

Skills and attitudinal outcomes will be developed throughout the theme. The knowledge outcomes that are outlined for this theme serve as the means through which the skills and attitudes are developed.

Notes to Teachers

It is unlikely that teachers will have the time required within the school's timetable to facilitate their students' completing all the LOs. It is recommended that each teacher select a range of LOs for each SCO. The selection of LOs will depend on students' abilities, engagement, prior learning, and time on task.

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The student will be expected to

2.1 examine and develop a general concept of culture

Learning Outcomes

The student will be expected to, for example,

- 2.1.1 define the terms culture, tradition, oral expression, and material culture (K)
- 2.1.2 identify ways in which Atlantic Canadians have adapted to their physical environment (A)
- 2.1.3 identify several technologies developed or used to adapt to the physical environment in Atlantic Canada (K)
- 2.1.4 identify various forms of oral expression through which societies and peoples express culture (K)
- 2.1.5 identify various forms of material culture that societies use to express culture (K)
- 2.1.6 recognize that culture is dynamic and shaped by many forces (A)
- 2.1.7 identify examples of culture diversity at the local, regional, and global levels (K)

Sample Learning/Teaching Strategies

Teachers can have students

- (in a whole-class setting) brainstorm a concept web for culture—from the web students can identify material (things) and non-material aspects of culture and form a definition of culture (*Teacher Resource*, pp. 35, 144; *Student Text*, p.67)
- investigate how the following examples of material culture reflect the physical landscape:
 - covered bridges - dykes
 - Widow's walks - causeways
 - lighthouses - breakwaters
- (in groups) examine Aboriginal stories and report on the following:
 - the values reflected in the stories
 - the lessons taught by the stories
 - examples of material and non-material culture
 - relationships (interpersonal, human-environment, spiritual)
- construct dictionaries that identify many borrowed and derived words that enrich the English language—examples include First Nations, East Indian, European, African Canadian
- explore the concept of culture by identifying the elements that characterize youth sub-culture—attention may be given to the following components of the sub-culture:
 - the language of youth - attitudes/ideas/beliefs
 - clothes - leisure
 - music - relationships
 - food choices - economic activity
 - peer pressure

Teachers can play a number of songs by Atlantic artists that reflect the region's preoccupation with the sea. They can then have students create their own artistic representations of this theme (e.g., poetry, collage, drama).

The student will be expected to

2.1 examine and develop a general concept of culture

Sample Assessment Strategies

Teachers can have students

- explain how the following examples of material culture were a response to the physical landscape:
 - the wigwam or mamateek
 - the birch bark canoe or kayak
 - ice boats
 - the weir of the Fundy Shore
 - dog sleds
- compare and contrast the following:
 - youth culture from three generations
 - lifestyle in the rural regions with that in urban areas
 - traditional medicinal lore and modern medicine
- devise dinner menus, based on research, composed entirely of foods that were available to the Aboriginal peoples of the Atlantic region before the arrival of the Europeans
- classify the following as material or non-material components of culture and explain their criteria:
 - religious or spiritual beliefs - architecture
 - a poem - folklore
 - household articles
 - standards of beauty
 - body adornments
- write brief descriptions of their favourite objects and explain why these objects are important to them, and what the objects tell them about themselves
- identify an artifact distinct to a culture and explain its significance and importance to that culture
- identify a regional or national expression or saying and explain how the value contained in the saying reflects the culture

Teacher's Notes

As an ongoing activity in this theme, the class can create a scrapbook or time capsule to represent local culture, e.g., family, community, school, generation.

In this theme there are opportunities to do cross-curricular work with language arts, music, and fine arts teachers.

Contact local First Nations and Multicultural organizations for support.

The Canadian Heritage Web site is located at <http://www.pch.gc.ca/>

The CRB Foundation Heritage project Web site is located at <http://www.nmarcom.com/heritage/home.htm>

The student will be expected to**2.2 examine and describe contemporary culture in the Atlantic Canadian context and its connections to other global cultures****Learning Outcomes**

The student will be expected to, for example,

- 2.2.1 define the terms popular culture and traditional culture (K)
- 2.2.2 identify ways in which his/her culture is expressed (K)
- 2.2.3 identify current family/community practices that are based on long-standing cultural traditions (K)
- 2.2.4 through interviewing, research, or personal experience, appreciate the value and significance of local and regional cultural traditions (I)
- 2.2.5 identify sources of popular culture to which he/she is exposed from the local, regional, and global perspectives (K)
- 2.2.6 recognize the difference between the development of popular culture and regional or local culture (I)
- 2.2.7 analyse the extent to which popular culture is significant to the region through an examination of the mass media (A)
- 2.2.8 in a short essay, evaluate the extent to which the two cultures (traditional and popular) affect each other (I)
- 2.2.9 identify ways in which the culture of a region is expressed through its arts community (A)
- 2.2.10 identify ways in which the culture of Atlantic Canada is viewed by people in other parts of Canada, North America, and the world (I)
- 2.2.11 suggest reasons why others sometimes view Atlantic Canadians differently than Atlantic Canadians view themselves (I)
- 2.2.12 through discussion, explore ways in which his/her culture might change in the next decade (I)

Sample Learning/Teaching Strategies

Teachers can have students

- examine examples of paintings by Atlantic Canadian artists and identify the traditional or contemporary lifestyle and values reflected in the paintings
- examine the cover of the text, and describe the image of the Atlantic region conveyed by the cover—Which images reflect popular culture? traditional culture? Is the image conveyed realistic? In redesigning the cover, what pictures could be added to portray a more realistic picture?
- undertake a study of the cultural/historical influences in their communities as reflected in the
 - street names
 - names of buildings and businesses
 - community names
- (working in groups) construct the following, in order to convey pictures of the traditional culture of their communities:
 - series of photographs/drawings that symbolize the community
 - map of the community including local landmarks with a cultural identity
 - collage
 - a display of artifacts, domestic and work related, that exemplify culture
- compare the following elements of the popular culture of Atlantic Canadian students with the same elements of popular culture in other parts of North America and the world—to what extent does the comparison suggest a homogenization of popular youth culture?

| | |
|--------------|---------------|
| - clothing | - expressions |
| - music | - attitudes |
| - food | - world view |
| - television | - technology |
- maintain logs of their weekly television viewing, identifying the relative amount of time viewing shows of Canadian and non-Canadian origin, and speculating on the extent to which television promotes American culture; evaluate the differences, if any, of Canadian shows to American shows
- identify historical villages, sites, or cultural centres in Atlantic Canada and
 - visit or research one of the sites
 - report on selected elements of one of the traditional cultures represented

The student will be expected to

2.2 examine and describe contemporary culture in the Atlantic Canadian context and its connections to other global cultures

Sample Assessment Strategies

Teachers can have students

- research and report on the following traditions and, where appropriate, identify the cultural roots of the tradition:
 - Halloween
 - use of confetti at weddings
 - Christmas trees
 - Valentine's Day
 - mummering
 - Mi-Carême
 - Kwanza
 - summer vacation
 - wakes
 - La Chandeleur
- illustrate the principle of cultural diffusion by identifying the origin of the following English words: beef, khaki, bungalow, verandah, robot, berserk, principal, spaghetti
- write brief essays in which they debate the thesis that they should identify themselves as North American youth rather than Atlantic, Canadian, or American youth
- distinguish between and provide examples of the following terms as they relate to culture:
 - Westernization
 - Americanization
 - Globalization
- describe the image of Atlantic culture promoted by the following popular symbols of that culture:
 - Anne of Green Gables
 - the lobster trap
 - La Sagouine
 - the dory
 - sou'westers
- list their top ten favourite television programs and top ten favourite musical groups; identify the national origin of programs or groups; reflect on and explain the patterns inherent in their lists

Teacher's Notes

This section presents many opportunities for cross-curricular activities with fine arts teachers.

Contact local art galleries/cultural centres/museums.

The student will be expected to

2.3 demonstrate an understanding of the local and global factors that have shaped the culture(s) of Atlantic Canada

Learning Outcomes

The student will be expected to, for example,

- 2.3.1 understand the effect of the physical environment (the sea, climate and seasons, geography, resources) of Atlantic Canada in shaping its culture (A)
- 2.3.2 identify countries/places of origin of early settlers to a selected region of Atlantic Canada (K)
- 2.3.3 identify the settlement patterns, based on ethnic origins, that exist in a region of Atlantic Canada today and compare them with the early period settlement patterns (A)
- 2.3.4 understand the effect of ancestral roots and values on the culture of Atlantic Canada during the early period of settlement (A)
- 2.3.5 understand the significant influence of religious beliefs and values on the culture of a selected region of Atlantic Canada (I)
- 2.3.6 recognize the role played by education in the shaping of culture (A)
- 2.3.7 understand that the Canadian judicial system and the Canadian Constitution enshrine certain rights and responsibilities for Canadians, including minority rights (A)
- 2.3.8 understand that politicians make decisions that may affect the development of the culture of a selected region (I)
- 2.3.9 examine the changing role of family structures and values on the culture of a selected region of Atlantic Canada (A)
- 2.3.10 through research and discussion, analyse the effect of out-migration on the culture of a selected region (I)
- 2.3.11 understand the influence of occupations and trades and the accompanying lifestyles on the culture of a selected region (A)
- 2.3.12 identify some of the forces that are shaping the culture of the region today (I)

Sample Learning/Teaching Strategies

Teachers can have students

- (individually) keep a weekly record illustrating how the physical environment influences the following aspects of their cultures:
 - the food they eat
 - the clothes they wear
 - how they entertain themselves
 (Then teachers can discuss with their classes the extent to which the limitations imposed by the environment are being overcome by technology.)
- brainstorm to identify various areas of cultural diversity; break into co-operative groups with each group investigating and reporting on different areas of cultural diversity
- develop graphic organizers that summarize the roles of the following in the process of acculturation—the charts should identify the cultural values, mores, traditions, and customs promoted by each
 - family
 - religion
 - school
 - community
 - peer
- research the history of universities, schools, and hospitals in Atlantic Canada to determine the role played by religious organizations in their formation and development
- (using the *Student Text*) identify women who have made a significant contribution to the culture of Atlantic Canada; research to identify the contributions of other Atlantic Canadian women; create role-plays to illustrate their contributions to society

The student will be expected to

2.3 demonstrate an understanding of the local and global factors that have shaped the culture(s) of Atlantic Canada

Sample Assessment Strategies

Teachers can have students

- write letters to the editor in which they address their concerns over the Americanization of
 - hockey
 - language
 - media
 - food
- research and report on the role of the Canadian Radio and Television Commission (CRTC) in preserving and promoting Canadian culture
- debate the thesis that there is an “Atlantic sound” in the music industry
- explain how
 - the continental shelf has shaped the culture of Atlantic Canada
 - the deeply indented coastline of Atlantic Canada has influenced the settlement patterns and culture of the region
 - the coal-mining tradition of Cape Breton shaped the culture of the region
 - migration has shaped the culture of Atlantic Canada
- explain
 - why many rivers and communities have retained the names used by Aboriginals and early settlers
 - the cultural influences that are represented in Atlantic Canadian architecture
- generate examples of physical and human features that interact with each other (e.g., mountain and chairlift), then using examples explain the interaction between the human and physical environments

Teacher’s Notes

Excerpts from Longfellow’s *Evangeline* and Antonine Maillet’s *La Sagouine* might be used to investigate the ancestral roots of the Francophone community.

The student will be expected to

2.4 demonstrate an understanding of the nature of culture, ethnic, and linguistic groups in Atlantic Canada

Learning Outcomes

The student will be expected to, for example,

- 2.4.1 distinguish between the terms cultural groups, ethnic groups, and linguistic groups (A)
- 2.4.2 identify some of the cultural, ethnic, and linguistic groups that exist in his/her local area (K)
- 2.4.3 identify features that link people together as groups (A)
- 2.4.4 from personal experience or from experiences of others, appreciate the importance of belonging to a group (I)
- 2.4.5 identify local festivals or special occasions that take place in an area of Atlantic Canada and assess their significance for local culture (A)
- 2.4.6 select cultural traditions in Atlantic Canada that are undergoing a renewal and suggest reasons for this trend (I)
- 2.4.7 select one Francophone cultural group in Atlantic Canada and examine ways in which its members express their identity (A)
- 2.4.8 select one Aboriginal cultural group in Atlantic Canada and examine ways in which its members express their identity (A)
- 2.4.9 select one Afro-Canadian cultural group in Atlantic Canada and examine ways in which its members express their identity (A)
- 2.4.10 select one cultural group in Atlantic Canada, other than those identified in 2.4.7 through 2.4.9, and examine ways in which its members express their identity (A)

Sample Learning/Teaching Strategies

Teachers can have students

- explore the concept of cultural assimilation by discussing the following examples of assimilation:
 - change in surnames (e.g., Brun to Brown or LeBlanc to White)
 - loss of language (e.g., efforts to have Mi'kmaq speak English)
 - loss of traditional values (e.g., weakening of extended family)
- (in co-operative groups) analyse how each of the following contribute to cultural assimilation or cultural homogenization:

| | |
|-----------------|-------------------|
| - media | - jobs |
| - peer pressure | - schools |
| - urbanization | - popular culture |
- (in groups) develop a cultural profile of one of the Atlantic provinces using community names and compare and contrast the profile with that provided by the National Census (Statscan)
- (in a co-operative learning activity, e.g., jigsaw) research and report how Francophones, Aboriginals, African-Canadians, and other ethno-cultural groups are expressing their identities in a spirit of cultural renewal
- (in groups) develop travel brochures that feature and describe local festivals and events

Teachers can arrange the students in a circle and have all students close their eyes while the teacher places a geometric shape on their forehead. Four or five students will receive a square while other groups will have selected shapes placed on their foreheads. One student only will have a circle placed on his/her forehead. When completed, ask students to open their eyes and without speaking, form groups based upon shape. At first there will be confusion, but some students will see that they can direct others into the "right" group by noting the shape on the forehead of their classmates. When completed, only one student will remain outside a group. At this point stop the exercise and ask students,

- (1) how the groups were formed
- (2) how they felt before they "found" their group
- (3) how they felt when rejected by a group
- (4) how they felt, once in their group
- (5) how the individual with the circle felt

(Note: Teachers should be aware that this exercise deals with issues of exclusion and they have to be sensitive to group dynamics and students' feelings. There must be a thorough debriefing for this exercise to be successful.)

The student will be expected to**2.4 demonstrate an understanding of the nature of culture, ethnic and linguistic groups in Atlantic Canada****Sample Assessment Strategies***Teachers can have students*

- examine local telephone books and report on
 - the various cultural heritages represented by the surnames listed in the directory
 - the various cultural heritages represented by the types of restaurants advertised
 - the variety of religious beliefs as represented by the church listings
- develop calendars identifying the time and location of various cultural festivals and other dates significant to specific cultures
- choose any cultural group in Atlantic Canada and describe the ways in which its members express their identity
- develop plans of action to promote cross-cultural understanding in their families, schools, or communities

Teacher's Notes

See *Teacher Resource*, Appendix B, p. 338, *Références acadiennes*.

The student will be expected to

2.5 demonstrate an understanding of the issues and events surrounding cross-cultural understanding in the local, regional, and global levels

Learning Outcomes

The student will be expected to, for example,

- 2.5.1 define prejudice, discrimination, social injustice, ethnocentrism, stereotype, racism, multiculturalism, and anti-racism (K)
- 2.5.2 recognize the cultural diversity that exists within Atlantic Canada (A)
- 2.5.3 identify significant factors that bring new groups into the region (A)
- 2.5.4 evaluate and anticipate the influence that one group may have on another (I)
- 2.5.5 research and evaluate stereotyping and racism as issues affecting Atlantic Canadians (I)
- 2.5.6 examine and list the differences in the cultures between an urban area and a rural area of Atlantic Canada (A)
- 2.5.7 identify why differences might exist between urban and rural areas (A)
- 2.5.8 identify the advantages and disadvantages of urban living and rural living (I)
- 2.5.9 assess the importance of cross-cultural understanding within Atlantic Canada and to the global community (I)
- 2.5.10 assess the career opportunities that might be available in Atlantic Canada because of the region's cultural diversity (I)

Sample Learning/Teaching Strategies

Teachers can present the students with statements such as the following:

- Jocks are dumb.
- Boys are better than girls at math and science.
- Swedes don't like rough hockey.
- Teenagers are irresponsible.
- Parents are too strict.

Explaining that these are stereotypes teachers can ask students to define stereotypes based on the above examples. As various stereotypes are being discussed, teachers can take the opportunity to discuss the impact that such statements have on individuals and groups.

Teachers can present the following items to students:

- John does not associate with those who are different from him.
- Henri tells racist and ethnic jokes.
- The number of African-Canadians in university is not in proportion to their numbers in society.
- The number of Aboriginals in jail is not in proportion to their numbers in society.

Teachers can explore the differences among the above statements, noting that the first two are examples of individual discrimination or racism, while the last two are examples of systemic racism. They can ask students to explain the differences between individual discrimination and systemic racism and to provide additional examples of each (*Teacher Resource*, p. 153).

Teachers can have students

- explain the advantages of linguistic and cultural conditions in Atlantic Canada to the following:
 - a company establishing a national call centre in Atlantic Canada
 - an American tourist considering vacationing in Atlantic Canada
 - universities and schools recruiting foreign students
 - the film industry seeking locations
 - the music industry exporting nationally and internationally
- explore the meaning, causes, and consequences of ethnocentrism

The student will be expected to

2.5 demonstrate an understanding of the issues and events surrounding cross-cultural understanding in the local, regional, and global levels

Sample Assessment Strategies

Teachers can have students

- construct charts in which they compare urban and rural lifestyles under the following headings and then analyse the chart for examples of stereotyping
 - family life
 - entertainment
 - values
 - work
- distinguish between
 - prejudice and racism
 - individual racism and systemic racism
 - prejudice and discrimination
 - ethnocentrism and multiculturalism
- submit reports in which they identify evidence of stereotyping in the following:
 - television sit-coms
 - magazine advertisements
 - children's stories
- rewrite one of the following stories so as to eliminate the stereotyping of wolves:
 - *The Three Little Pigs*
 - *Little Red Riding Hood*
- analyse case studies to show their understanding of racism
 - Africville
 - centralization policy (Mi'kmaq)
 - their local community

Teacher's Notes

See *Teacher Resource*, Appendix C, pp. 339–340, *Terminology of Harmony and Respect in Public School Classrooms*.

The student will be expected to**2.6 demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada****Learning Outcomes**

The student will be expected to, for example,

- 2.6.1 understand the extent to which geography/location affects the traditional occupations of Atlantic Canadians (A)
- 2.6.2 determine the extent to which climate and seasons affect the occupations within a selected area of Atlantic Canada (A)
- 2.6.3 determine how traditional occupations are linked to physical location in Atlantic Canada (A)
- 2.6.4 determine the extent to which occupations affect lifestyles of people and their recreational and leisure activities (A)
- 2.6.5 identify several traditions that are directly related to certain occupations in a selected area (K)
- 2.6.6 determine the extent to which traditional occupations in an area are prominent and affect the culture today (I)
- 2.6.7 determine the extent to which the modern workplace affects the culture of a particular area (I)

Sample Learning/Teaching Strategies

Teachers can introduce the concept that the physical environment provides for people by examining a resource map of the Atlantic region and noting the following links between resources and occupation:

- fertile land and farming
- mineral deposits and mining
- natural harbours and transportation
- scenic or historic areas and tourism
- fish and banks fishing
- forests and logging

Teachers can have students

- investigate the following examples of the way in which occupation may shape the local cultural traditions
 - the style and arrangement of housing in single industry town (e.g., the town of Marysville, NB, which was centered on the cotton industry)
 - the extent of labour militancy and political leanings in industrial or working class communities (e.g., industrial Cape Breton)
 - the tradition of sons following fathers to sea in fishing communities (e.g., Newfoundland outports)
 - the differences and similarities in the songs sung by fishers, loggers and miners
 - family-owned/-run businesses
- develop a yearly calendar that reflects the seasonal ebb and flow of one of the following:
 - potato farmers
 - fishers
 - loggers
 - students
 - migrant workers (e.g., apple industry)
 - homemakers
- create a collage/mural that illustrates the connection between occupation and material culture (e.g., clothes, tools, housing, music, art)
- form groups to develop a sign for a tourist attraction that represents or promotes the occupation/lifestyles in a particular community or area (e.g., World Largest Axe, Nackawic, NB; Blueberry Capital of the World, Oxford, NS); explain how they would use the design to promote tourism in the area

The student will be expected to

2.6 demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada

Sample Assessment Strategies

Teachers can have students

- research and report on the following:
 - the effect on families of moving from rural to urban settings to find work(Atlantic Canada to central/western Canada to find work)
 - the effect on people's lifestyle of the trend towards short term, contractual work
 - the effect on families and people's lifestyles of the trend towards people using the computer to work at home
- give examples to support the thesis that "the link between culture and occupation/lifestyle in Atlantic Canada is not as strong today as it was traditionally"
- design a logo that illustrates the connection between occupation(s) and culture in their community or local area

Teacher's Notes

See Chapter 11, *Student Text*, for information on industries in the Atlantic region.

The student will be expected to**2.7 demonstrate an understanding of the local and global forces that cause cultures to constantly change****Learning Outcomes**

The student will be expected to, for example,

- 2.7.1 recognize that culture is constantly changing (K)
- 2.7.2 understand that the rate at which culture changes is different for different cultures and depends on many local and global factors (A)
- 2.7.3 determine the extent to which a culture in his/her area changed in the first half of the twentieth century and compare it with the change the same culture has experienced in the past ten years (I)
- 2.7.4 assess the role of the family in influencing cultural change and cultural stability (A)
- 2.7.5 determine the extent to which social institutions affect cultural change in his/her area (A)
- 2.7.6 determine the extent to which political and economic circumstances affect cultural change (A)
- 2.7.7 determine the extent to which media and popular culture affect cultural change (A)
- 2.7.8 assess the extent to which people in his/her area are open to cultural change (A)
- 2.7.9 assess the extent to which it is possible for a group to have cultural change while maintaining its established cultural identity (I)
- 2.7.10 determine the extent to which it is important for people to maintain links between the old and the new in their culture (I)
- 2.7.11 anticipate possible changes that a culture in his/her area may undergo in the next decade (I)
- 2.7.12 assess the degree to which there is a distinct Atlantic Canadian culture compared to other regions of Canada and the global community (I)

Sample Learning/Teaching Strategies

Teachers can have students

- create two visual representations (two bulletin boards, two posters, two collages) that illustrate a community, past and present, reflecting as many aspects of culture as possible; examine each other's images to determine the extent to which links have been maintained or lost between the old and the new
- interview their parents/guardians or elders to determine cultural change within generations; from the information gathered hypothesize on why these changes have occurred and what changes are likely in the future—interview questions may focus on the following:
 - the traditional size of families
 - the changing roles of women and men
 - the changing styles in fashion
 - the importance of religion or the changing role of the church
 - the changes in education
 - the changes in choices of recreational activities
- analyse a series of advertisements to determine what cultural messages are being sent in the following areas:
 - the concept of beauty
 - what constitutes the good life
 - the role of men and women in society
 - who are the “heroes” in our culture
 - images of childhood
- develop a list of contents for two time capsules—one to reflect today's culture and the other to represent the culture of the students' grandparents—each capsule is to contain ten items that, when dug up in the future, would convey the essential features of each culture (students must discuss and agree upon the ten items that are to be included in each capsule and be prepared to justify their choices)
- brainstorm and identify words in their vocabulary that hold one meaning for their peers and another for adults (e.g., cool, radical, bad, hip-hop, awesome, groovy)
- research the meanings of words used by other generations in order to determine how language reflects cultural change

The student will be expected to**2.7 demonstrate an understanding of the local and global forces that cause cultures to constantly change****Sample Assessment Strategies***Teachers can have students*

- interview or role-play (based on research)
 - people who have returned to the Atlantic region after “going down the road” for some years—focus the interview on why they left, what they missed about the Atlantic region and why they returned
 - people who have come to the region because they were attracted to the lifestyle here—the focus should be on why they came, what they miss about their home region, and why they might return
 - people who have chosen to always live here—the focus here should be on why they have stayed and the factors that could cause them to leave
- divide into groups and report on which of the following cultural ingredients were transmitted by their families and which by other agents of acculturation:
 - eating etiquette
 - attitude towards elders or persons in authority
 - concept of what is cool
 - sense of right or wrong
 - models or heroes
 - work ethic
 - diet
- explain why Celtic, French, or other traditions are undergoing a renewal in the Atlantic region at a time when some cultures are struggling to survive in the face of globalization
- choose five items from each of the time capsules they have created and explain in writing the cultural significance of each item

Teacher’s Notes

The student will be expected to**2.8 explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions****Learning Outcomes**

The student will be expected to, for example,

- 2.8.1 define lobby group, NGO's, power of the ballot, political activism, and party politics (K)
- 2.8.2 recognize that there is a political dimension to all institutions, organizations, and groups (K)
- 2.8.3 examine the political culture of his/her school and express how it affects students (A)
- 2.8.4 through analysis of a current issue, understand that political empowerment involves individuals and groups taking actions to influence decisions (A)
- 2.8.5 identify actions citizens can take to become politically empowered (A)
- 2.8.6 cite current examples of political action taken by citizens at the local, regional, and national levels (A)
- 2.8.7 examine a selected lobby group or NGO in Atlantic Canada and assess the effectiveness of its methods (I)
- 2.8.8 cite examples of Atlantic Canadians influencing political decisions on selected global issues (A)
- 2.8.9 examine how party politics exercises power at the three levels of government in Atlantic Canada (A)

Sample Learning/Teaching Strategies

Teachers can have students

- identify local issues and analyse as follows:
 - Pose the issues in the form of questions.
 - Identify and explain the competing positions on the issues. Separate facts from opinions.
 - Identify the various interest groups involved and their perspectives.
 - Identify the individuals or organizations that will make the decisions on the issues.
 - Identify and explain possible strategies to influence the final decisions.
 - Suggest and support decisions.
 - Speculate outcome and consequences of the decisions.
- identify an issue that concerns them as a group and use the above model to try to resolve the issue in accordance with the students' goals
- (in co-operative groups) research and report on the roles of the following Atlantic Canadians on influencing political decisions on selected issues:

| | |
|------------------|---------------------|
| - Cryus Eaton | - Alexa McDonough |
| - Moses Coady | - Janet Connors |
| - Brian Tobin | - Mary Jane Irving |
| - Angela Vautour | - Claudett Bradshaw |
- explore, through a research project, the influence of the media on political events—this may be accomplished by
 - (a) distinguishing between editorial opinions and news stories
 - (b) examining selected newspapers to answer the following questions:
 - What news stories about government are being emphasized?
 - Are the stories about successes or failures of the government?
 - Do the editorials comment favorably or negatively on government?
 - Why are there differences in the way that competing papers report the news?
- using the model above analyse the influence of other media
- interpret and analyse political cartoons that deal with specific issues
- state reasons why Canada should remain united and based on the points raised, develop strategies that Atlantic Canadians could use to promote national unity

The student will be expected to

2.8 explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions

Sample Assessment Strategies

Teachers can have students

- create graphic organizers in which they explain how each level of government affects them and their families
- assess, in writing or orally, the role of interest groups in the political process by responding to the following assertions:
 - interest groups are dangerous to democracy since well organized minorities are able to influence governments
 - interest groups represent democracy in action since the essence of democracy is people participating in the political process
 - the interest group with the greatest financial resources will always emerge victorious
- in co-operative groups, research and report on the following NGOs:
 - Canadian Unicef Committee
 - Canadian Save the Children Fund
 - Oxfam Canada
 - World Vision of Canada
 - Canadian University Services Overseas
 (Once the above research is complete, students can select one of the above groups and either create a proposal to organize a school club in support of that organization or submit a proposal to the student council to raise funding in support of that organization.)
- explain how they as consumers can affect local and global events—the following examples can be explored:
 - reducing the use of pesticides and herbicides in agriculture
 - reducing the use of child labour in the manufacture of products
 - promoting more environmentally responsible packaging in the food and beverage industry
 - encouraging fair labour practices
- create a political cartoon or write a letter to the editor to demonstrate their understanding of a political issue

Teacher's Notes

The addresses for selected NGOs are as follows:

Canadian Unicef Committee
443 Mount Pleasant Road
Toronto ON M4S 2L8

Canadian Save the Children Fund
414 Yonge Street Suite 300
Toronto ON M2P 2A8

Oxfam Canada
175 Carlton Street
Toronto ON M5A 2K3

World Vision of Canada
PO Box 2500 Streetsville PO
Mississauga ON L5M 2H2

Canadian University Services Overseas
151 Slater Street
Ottawa ON K1P 5H3

Students may check the Internet for information on each of the above organizations.

Representatives from various government and non-government institutions might be invited to the class to explain how one may influence public policy.

Sample Theme Assessments—Culture

The following sample test questions and assessment activities offer suggestions that teachers may select and adapt as appropriate to their needs. Teachers can also choose and adapt activities that are offered in the sample assessment strategies of this guide as well as those suggested in the *Teacher Resource*.

Sample Test Questions

- Draw a concept web that illustrates your understanding of the elements or aspects of culture.
- Identify five of the following and explain their connections with the theme of culture:
 - mass media
 - language
 - non-material culture
 - popular culture
 - socialization
 - mainstream culture
 - assimilation
 - traditional music
 - traditional culture
 - material culture
 - oral tradition
 - contributing culture
- Identify and explain three examples of how occupations have influenced Atlantic Canadian culture.
- In a short essay describe how the changing nature of occupation is affecting the culture of Atlantic Canada.
- Name five ways in which cultures express themselves aesthetically, and provide an Atlantic Canadian example for each.
- Describe a family/community practice that is based on cultural traditions and explain the value and relevance of it to your family life.
- Compare and contrast the culture of a youth in the first half of the twentieth century with students' culture today. Categories for comparison can include school, work, entertainment, household chores, travel, and diet.
- Explain how three of the following factors cause change within cultures and provide Atlantic Canadian examples for each:
 - migration
 - media
 - technology
 - globalization
 - changing occupations
 - demographics
- Explain, with an example, the role played by each of the following in the transmission of culture:
 - family
 - school
 - peers
 - media
 - church
 - community/organizations

- Select three of the following contributing cultures. Identify and describe three ways in which they have retained their unique cultural identity and three ways in which they have been assimilated into the mainstream culture.
 - Acadians
 - African-Canadians
 - Mi'kmaq or Maliseet First Nations
 - the Labrador Inuit
 - the Lebanese of PEI
 - another group of your choice
- Discuss the relevance of the following: "No one is born a racist. Racism is a learned behaviour and therefore can be unlearned."
- Describe two positive effects of eliminating racism on each of the following:
 - the racist
 - the group or individual experiencing racism
 - society as a whole
- Name three actions that a citizen can take as an individual to be politically empowered.
- Name the three levels of government and describe a way in which each affects your family.
- Identify and explain three characteristics of parliamentary democracy.

Sample Assessment Activities

- Choose a musician or musical group from the Atlantic region and identify the traditional and modern influences on his/her music. Discuss how and why these influences are becoming a trend in the music of popular culture.
- Create a fictional interview with one of the following, on the topic, "the effect that the culture of the Atlantic region has had on his/her life and work:"

| | |
|---------------------|-----------------------------|
| - L.M. Montgomery | - Lennie Gallant |
| - Alan Syliboy | - Roch Voisine |
| - Natalie MacMaster | - Felix and Formager |
| - Rita Joe | - Michelle Boudreau-Sampson |
| - E.J. Pratt | - Wayne Adams |
| - Edith Butler | - Edith Clayton |
| - Alden Nowlan | - Angele Arsenault |
| - Lord Beaverbrook | - David Blackwood |
| - Antonine Maillet | - Joe Ghiz |
| - Emile Benoit | |
- Using a newspaper, magazine, or television analyse the ways in which the medium transmits culture. What values are evident in
 - the events that it chooses to report?
 - the way people are depicted?
 - the lifestyle of the people?
 - the interaction and conflicts that are evident in the stories reported?
 - who is missing in its portrayals?
- Choose an occupation that is shared by people in your community and prepare a then and now chart on the effects this occupation has on the lifestyle of your community. Consider changes in the natural environment and any important historic event and technological changes associated with the occupation.

- Research the occupation and its effects on the community 50 years ago.
- Interview people who work at this occupation today and ask them about the effects on the lifestyle of the community. From this research, create a then and now chart.
- Using the steps in the diagram, “The Development and Perpetuation of Racism”, (*Teacher Resource*, p.153), analyse a current event that was caused by racism. Then develop a series of steps to show how, at each step, antiracism could be used to break the cycle of bigotry that was evident in this particular event.
- In pairs, write or record a dialogue that illustrates an effective personal response to a racist (or other type of discriminatory) remark. The dialogue should begin just after the remark has been made, and it will be considered an effective response if it attacks the problem instead of the person who made the remark; if it offers information that challenges stereotypes and prejudice; and if it leads to a positive change in the person’s behaviour.
- In triads or pairs, analyse the cultural elements portrayed in a popular film such as *The Lion King* and present your findings in the form of a chart with the headings Beliefs/Values, Social Organization, Roles/Occupations, Aesthetic Expression, Technology, and Conclusions. Your conclusions should consider the impact of such films on your own culture. (Another suggested film is *Mela’s Lunch* (NFB).)
- Select one federal political party and evaluate its current platform in the following areas: defence, economy, health, foreign policy, a selected global issue.
- Select a lobby group or NGO in Atlantic Canada and describe its purpose and methods and assess its effectiveness.

Course Content: Themes and Outcomes

Theme Three: Economics

The student will be expected to demonstrate an understanding that

- *natural resources shape the decisions that people make as they meet their needs and wants*
- *economic development and vitality depend upon the choices and actions of individuals and groups*
- *interdependence through the movement of goods, services, information, and people affects the well-being of the local, provincial, national, and global communities*
- *the economy and institutions evolve over time to meet a variety of needs*

Skills and attitudinal outcomes will be developed throughout the theme. The knowledge outcomes that are outlined for this theme serve as the means through which the skills and attitudes are developed.

Notes to Teachers

It is unlikely that teachers will have the time required within the school's timetable to facilitate their students' completing all the LOs. It is recommended that each teacher select a range of LOs for each SCO. The selection of LOs will depend on students' abilities, engagement, prior learning, and time on task.

Sample Learning/Teaching Strategies—The following sample learning/teaching strategies are models of appropriate approaches to help students achieve the SCOs. Teachers should select, adapt, or add similar strategies according to the learning situation and the abilities of their students.

Samples Assessment Strategies—The following sample assessment strategies are models to guide teachers in assessing student achievement of the SCO. Teachers should select, adapt, or add similar strategies according to the learning situation and the abilities of their students. Teachers should also refer to the sample end-of-theme assessments. A basic principle of assessment is that teachers should use only assessment strategies that reflect specific prior learning.

Teacher's Notes—Since a resource-based approach is intended for this curriculum, the Teacher's Notes column is intended for teachers to record ideas and references that will assist in planning for instruction. Suggestions may be included for some outcomes. In addition, teachers should note the appropriate pages in the *Student Text* and in the accompanying *Teacher Resource* that correspond to particular outcomes.

The student will be expected to

3.1 examine and explain the role that basic economic principles play in daily life

Learning Outcomes

The student will be expected to, for example,

- 3.1.1 define the terms needs and wants, supply and demand, opportunity cost, and scarcity (K)
- 3.1.2 track personal spending over a two-week period and categorize identified spending patterns by needs and wants (A)
- 3.1.3 prepare a budget to plan personal spending for a one-month period (A)
- 3.1.4 compare personal spending patterns with those of peers and identify any common patterns that appear (I)
- 3.1.5 identify the factors that create purchasing trends among a group (K)
- 3.1.6 determine the extent to which purchases made by his/her peer group are planned as opposed to impulse buying (I)
- 3.1.7 examine the extent to which advertising affects purchasing choices and trends among his/her peer group (I)
- 3.1.8 determine why students want to earn income and relate these reasons to knowledge of basic economic principles (A)
- 3.1.9 identify sources of income and opportunities to earn their own income (K)
- 3.1.10 identify ways in which students can increase real income both in the short term and in the long term (A)
- 3.1.11 debate the extent to which an individual's ability to increase real income is independent of/ dependent upon other people (I)
- 3.1.12 identify a student's opportunity costs that are associated with earning real income or trying to increase it (I)
- 3.1.13 research the sources of income for family members and members of the community (A)
- 3.1.14 use data from Statistics Canada or another source to determine the pattern of income distribution for some of the communities in his/her local area—income distribution may be analysed by family, sex, age group, or some other combination (A)
- 3.1.15 determine the extent to which individual wants are constrained by economic forces (I)
- 3.1.16 discuss the need to set personal financial goals (I)

Sample Learning/Teaching Strategies

Teachers can have students

- develop a list of things a person would like to possess, i.e., a wish list—the items in the list may be divided into two categories, Wants and Needs; based upon the list, the students can define wants and needs, organizing the items in the needs list into categories (physical needs, etc.)
- analyse three ads that appear either on television or in a favourite magazine and explain how authors of ads are trying to appeal to them—students can also develop an ad that pokes fun at or satirizes one of these ads
- (in groups) address one of the following issues using the decision-making graphic organizer in the *Teacher Resource*; then the whole class may discuss the role that economics played in reaching the following decisions:
 - whether to use a given piece of land for farming or for a housing development
 - whether to produce luxury cars or compact cars
- analyse the following work places in terms of the positions occupied by men and women—teachers can brainstorm with students to identify the criteria for analysis, (e.g., type of position, numbers, salary)
 - school
 - local bank
 - local hospital
 - local factory
 - processing plant
 - mall
 - government office
- identify sources of their income and brainstorm additional ways they may increase it—what are the trade-offs between time and effort for increasing income and funding other activities that do not generate income?

Teachers can also have students conduct a survey to determine the extent to which employment in the local community is dependent on providing either goods or services. Findings can be represented with the appropriate graphs. They can follow up the survey with an analysis that distinguishes between those goods and services produced in the private sector and those produced in the public sector. The class can determine the relative proportion of people working in the private and public sector. Students can present their findings on an economic profile of the local community.

The student will be expected to

3.1 examine and explain the role that basic economic principles play in daily life

Sample Assessment Strategies

Teachers can have students

- imagine that a company that produces windows for the construction industry is considering establishing a factory in the local community; explain ways in which a company must give consideration to the concept of economic scarcity in the following areas:
 - labour
 - technology
 - natural resources
 - capital
- imagine a friend wishes to establish a store in a community but is not sure whether it should be a general store or specialized store—what advice should be given to the friend and why?
- apply the principle of supply and demand to explain the following:
 - January sales
 - sports cards
 - stock prices
 - price of used cars
 - the most popular toy for children (e.g., Beanie Baby, pogs, Tickle Me Elmo)
- explain why teens or adults buy a particular
 - brand of cereal
 - model of car
 - type of sneaker
 - item of clothing
 - brand of soft drink
- explain why the following goods are produced where they are:
 - sports shoes in the developing world
 - fruit in the Annapolis Valley
 - newsprint in the Atlantic region
 - frozen French fries in PEI and NB
 - electricity in NF
- provide examples that illustrate how their values and beliefs shaped or influenced economic decisions that they made
- provide examples that illustrate how the principles of supply and demand affect their lives
- identify and give three positive and three negative consequences of high school students having after-school jobs

Teacher's Notes

The Canadian Foundation for
Economic Education
2 St. Clair Avenue West, Suite 501
Toronto ON M4V 1L5

The student will be expected to

3.2 demonstrate an understanding of the role of economics in Atlantic Canadian society

Learning Outcomes

The student will be expected to, for example,

- 3.2.1 identify the major categories of spending for family income (K)
- 3.2.2 determine the extent to which family income is divided between needs and wants (A)
- 3.2.3 interview a financial planner or banker about savings options available to consumers (I)
- 3.2.4 research loan options and interest rates for consumer loans at several financial institutions and use a software package to compare interest rates, total cost of borrowing, and disability/life insurance options/costs for each loan option; use the same principle, loan term; and payment frequency in his/her comparisons (A)
- 3.2.5 research mortgage options at several financial institutions and compare costs of borrowing for several different mortgage terms, interest rates, and payment frequencies (A)
- 3.2.6 discuss the importance of interest rates in personal finances (I)
- 3.2.7 explore the options available for financing individual higher education and planning and costs associated with each option (A)
- 3.2.8 analyse the cost of housing by comparing purchasing and renting, outlining the advantages and disadvantages of each (A)
- 3.2.9 examine the budget of their municipal government and the priorities set out in it (A)
- 3.2.10 discuss whether or not the principles by which government makes spending decisions are similar to those used by individuals/families (I)
- 3.2.11 consider the role of government in his/her life by examining federal, provincial, and municipal services utilized by him/her (I)
- 3.2.12 identify a social program supported by one of the levels of government and debate it from a cost-benefit analysis viewpoint for the region or society as a whole (I)
- 3.2.13 investigate the extent to which governments are involved in helping some groups or sectors of the economy but not others (A)
- 3.2.14 examine the role of taxation in the economy of Atlantic Canada (I)
- 3.2.15 identify economic principles that are common to personal, business, and government finance (K)

Sample Learning/Teaching Strategies

Teachers can have students

- role-play the following scenario:
The president of a company is considering locating in the Atlantic region. How might municipal and provincial tax rates, (corporate/sales) tax incentives and workers' compensation rates affect the decision about where to locate? If possible, determine what the provincial rates are in each province.
- (in groups) draw flow charts to illustrate the consequences that will result from the decision of a provincial government to raise or lower personal income taxes
- research to identify various government taxes and fees; develop a chart showing the fees and taxes available to municipal, provincial, and federal governments to raise revenues
- identify, compare, and assess the options available to individuals and governments when they earn more than they spend, and when they spend more than they earn
- debate the following:
 - The local community must build a new community civic centre. One side can argue that the centre should be built with government or public money and the other can argue that the centre should be a public-private partnership, with the government renting the building from a private company.
 - Many universities are struggling to balance their books. One side can argue for increased tuition and the other, for increased government funding.
- interview university students/graduates to determine costs and benefits of university education and how the students financed it; project their costs/benefits and create a proposed budget to prepare for a university education

Teachers can discuss with students what is meant by compound interest and provide an example that will illustrate the consequences of an individual or government failing to reduce the annual principal on borrowed money. Students can then speculate on the impact of compound interest on a budget.

Teachers can discuss with students that in order to balance the books governments, like individuals, must reduce expenditures or increase revenues or both. Brainstorm options for governments in reducing expenditures and increasing revenues. Then using a graphic organizer such as the Decision Tree (*Teacher Resource*, p. 28, SRM8), assess the implications of all of these options.

The student will be expected to**3.2 demonstrate an understanding of the role of economics in Atlantic Canadian society****Sample Assessment Strategies***Teachers can have students*

- devise brochures that will be used to attract companies to the local community
- make daily records for a week that indicate the extent to which they use services provided by the municipal, provincial, and federal governments—then explain three observations noted from their records
- indicate and explain why the following should be supported by tax dollars provided by one of the levels of government, private charitable donations, or user-fees:
 - a community shelter for the homeless
 - a shelter for abused women and children
 - ice time for minor hockey
 - musical instruments for a school band
- explain the success or failure of the following by completing a sentence that begins with, “If it hadn’t have been for ... ”
 - a closure of a local business
 - an opening of a local business
 - a decision of a family to leave the community
 - a decision of a family to move to the local community
- explain the advantages and disadvantages of
 - owning a home versus renting
 - owning a vehicle versus leasing(Students can present their findings in the form of an advice column in a newspaper.)

Teacher’s Notes

Each of the Atlantic provinces maintains a Web site at the following addresses:

New Brunswick—<http://www.gov.nb.ca/>

Nova Scotia—<http://www.gov.ns.ca/>

Prince Edward Island—<http://www.gov.pe.ca/>

Newfoundland—<http://www.nfld.com/>

The student will be expected to

3.3 evaluate the importance of economics in entrepreneurship

Learning Outcomes

The student will be expected to, for example,

- 3.3.1 identify some successful entrepreneurs in his/her community and/or the Atlantic region (K)
- 3.3.2 interview several entrepreneurs to identify the characteristics that an entrepreneur must possess (A)
- 3.3.3 interview an entrepreneur to identify the economic factors that must be considered in planning a venture (A)
- 3.3.4 determine the importance of the budgeting process for entrepreneurs (I)
- 3.3.5 explore sources of financing that entrepreneurs use (A)
- 3.3.6 discuss the importance of the following economics concepts to entrepreneurs: incentives, productivity, advertising and marketing, market forces and competition (I)
- 3.3.7 identify the skills that entrepreneurs require in employees in his/her community or area today (K)
- 3.3.8 discuss the importance of being able to identify opportunities for entrepreneurs (I)
- 3.3.9 brainstorm with class members to identify possible venture opportunities in his/her community or area (A)
- 3.3.10 investigate the role that home-based business is playing in his/her area (A)
- 3.3.11 research the importance of the arts as part of the cultural industry in Atlantic Canada (A)
- 3.3.12 discuss the role of entrepreneurship and new economic opportunities in the future of Atlantic Canada (I)

Sample Learning/Teaching Strategies

Teachers can have students

- identify and research examples of successful entrepreneurs and develop profiles that list the characteristics of entrepreneurs
- identify opportunities for entrepreneurship presented by the growing popularity of the Internet
- explain what is meant by a “niche market” and provide examples to illustrate same
- develop a business plan to open an ice cream stand or similar activity, outlining the steps to take to better ensure that the stand will survive and make money
- (in a think/pair/share activity) identify entrepreneurial opportunities resulting from the following:
 - the completion of the Confederation Bridge
 - the development of Sable gas and Hibernia oil
 - the growing popularity of eco-tourism in the Atlantic region
 - the growing emphasis on recycling
- (in a field trip or as individuals) visit a farmers’ market and note the examples of entrepreneurship found there; determine the common denominators that characterize the various outlets found at the market

Teachers can invite a representative of the Atlantic Canada Opportunities Agency (ACOA) to visit the class and outline the process required to obtain ACOA support for an entrepreneurial project. The representative should identify a number of successful and failed ventures and the reasons for the successes and failures.

Teachers can have students note that governments are urging exporters of Atlantic resources to consider various strategies to create more jobs by further processing those resources before exporting. This policy is described as value-added. Students can explain how the policy of value added may be applied in the following situations:

- forest products
- agricultural products
- fishery products
- mineral products

The student will be expected to
3.3 evaluate the importance of economics in entrepreneurship

Sample Assessment Strategies

Teachers can have students

- identify and provide examples of the difficulties faced by entrepreneurs who would compete economic giants
- research and report on the role of research and development (R & D) to successful entrepreneurship; explain what is meant by R & D and why it is necessary to spend money in this area; research to determine how Canadian companies and the Canadian government compare with others with regard to investment in R & D, and from this, draw conclusions
- explain what is meant by a “culture of entrepreneurship”
- name and briefly explain five factors that an entrepreneur should consider when planning a new business
- consider competition between each of the following and then strategize in a think/pair/share activity what each might do to gain a competitive edge:
 - two hamburger stands
 - two music stores
 - two producers of fries
 - two kayak adventure operations
 - two (your choice)
- describe an entrepreneurial opportunity for each of the following:
 - arts
 - a primary resource
 - tourism
 - education
 - information technology
- identify the cultural industries in Atlantic Canada
- list one entrepreneurial possibility for each cultural industry and identify the target market
- propose spin-off businesses that could be developed by a local farmer seeking advice as to the entrepreneurial possibilities inherent in his farm operation—his operation consists of 1000 laying hens, an apple orchard, a greenhouse operation, and fields that produce a variety of vegetables

Teacher’s Notes

Teachers may wish to refer to the *Interdependence* theme to co-ordinate with this SCO.

The student will be expected to

3.4 examine and explain the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada

Learning Outcomes

The student will be expected to, for example,

- 3.4.1 distinguish between primary, secondary, tertiary, and quaternary sectors of the economy (K)
- 3.4.2 identify the primary industries that are most significant to his/her region of Atlantic Canada (K)
- 3.4.3 identify changes that have occurred to these industries in recent years (K)
- 3.4.4 determine the extent to which trends such as specialization and marketing emphasis are affecting primary industries (I)
- 3.4.5 determine the effect that environmental awareness and health consciousness are having on primary industries (I)
- 3.4.6 identify the secondary industries in his/her area of Atlantic Canada (K)
- 3.4.7 identify the changes and trends that are affecting secondary industries in Atlantic Canada (A)
- 3.4.8 identify the generic skills that people need in order to work in secondary industries (K)
- 3.4.9 assess the importance of the four sectors to the quality of life in his/her area, his/her province, and the Atlantic region (I)
- 3.4.10 determine and compare the contributions of the four economic sectors as a percentage of the GDP in the Atlantic provinces (A)
- 3.4.11 determine the potential for further development of the four main types of industries in Atlantic Canada (I)
- 3.4.12 appraise the prospects or career options in the primary, secondary, tertiary, and quaternary industries in Atlantic Canada (A)

Sample Learning/Teaching Strategies

Teachers can have students

- research the history of the economy of the Atlantic region and explain the long-term reliance on primary industries
- (in triads) research and construct a map that charts the movement of imports and exports to and from the Atlantic region at the beginning of the twentieth century; construct a similar map that illustrates the situation today; state what conclusion can be drawn
- (within the classroom or school) conduct surveys that will sample the distribution of the local workforce and organize their data by the four sectors and an “other” category and compare the local data with the provincial, regional and national figures (*Teacher Resource*, Appendix E, p. 347)
- (in groups) track job advertisements in selected newspapers over a week and record the number of jobs advertised and qualifications required in each of the four sectors; develop diagrams that will create visual representations of the data collected
- visit the local employment office and record the sectoral distribution of the jobs advertised or invite a representative from the employment office to discuss the situation with the class; use the statistics provided by the representative to provide a picture of the salaries paid and career prospect in each of the economic sectors
- (as a class) discuss possible future trends in Atlantic Canada for the four economic sectors and then speculate on which ones will grow or decline and explain why
- (in groups) research the interdependence between one of the primary industries and the secondary, tertiary, and quaternary sectors of the Atlantic economy; use visual organizers to present the key linkages and contributions they have noted
- (using a time line and visuals) explain how and why primary industries can produce more or better product with fewer workers than in the past—is the same pattern evident in secondary and tertiary industries? Why or why not?

The student will be expected to

3.4 examine and explain the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada

Sample Assessment Strategies

Teachers can have students

- distinguish between communities that rely on a single-based industry and those that have a diversified economy; provide examples of each in Atlantic Canada and explain the value of a diversified economy
- outline the possible effects of global warming on the resource industries in Atlantic Canada
- analyse the lyrics of the Stan Rogers tune *Make and Break Harbour* in terms of the Atlantic economy (*Teacher Resource*, p. 177)
- indicate which of the following are examples of primary, secondary, tertiary, or quaternary sectors of the economy:
 - manufacture of CD-ROMs
 - Web site design
 - hotel business
 - fish farming
 - teaching
 - manufacture of facial tissue
 - computer software design
- explain how a downturn or an upturn in one of the primary industries can have far reaching effects on the secondary, tertiary, and quaternary sectors of the economy—support with specific examples
- choose a primary producer in their local area and either interview the producer or do other research in order to determine his/her demands for goods and services from the secondary, tertiary and quaternary sectors—What conclusions can be drawn about the role of the primary producer in the local economy? Can these conclusions be extended to the provincial or regional level? Why or why not?
- explain why the tables on pp. 162—163 of the *Student Text* do not present the full economic picture regarding the role of primary industries in the Atlantic economy

Teacher's Notes

See *Teacher Resource*, Appendix D, pp. 341–342, *New Brunswick Forests at a Glance*.

The student will be expected to

3.5 analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians

Learning Outcomes

The student will be expected to, for example,

- 3.5.1 identify economic opportunities available to the youth of Atlantic Canada (K)
- 3.5.2 determine the effect of individual/local attitudes on the economic well-being of Atlantic Canada (I)
- 3.5.3 explore the ways in which employment trends and opportunities for youth have changed in recent years and suggest reasons for these changes (I)
- 3.5.4 identify economic trends and patterns that are evident throughout Atlantic Canada (K)
- 3.5.5 examine demographic statistics for Atlantic Canada over the past 30 years and speculate about the relationship between demographic and economic trends (I)
- 3.5.6 select a global economic issue affecting the local area, analyse it, and develop some possible solutions (I)
- 3.5.7 assess the extent to which regional disparity exists in Atlantic Canada, in Canada, and in the global community (I)
- 3.5.8 assess the effects that an aging population might have on economic trends in the Atlantic region in the next 10 to 20 years; examine current demographic information to make his/her predictions (I)
- 3.5.9 assess the extent to which lifelong learning and personal development will be required of Atlantic Canadians (I)
- 3.5.10 discuss the effects that the public debt will have on economic development and prosperity in Atlantic Canada in the next decade (A)
- 3.5.11 consider the extent to which global environmental concerns and issues are likely to affect future economic development in the Atlantic region (I)
- 3.5.12 appraise the importance of human resource development of the work force for economic growth and prosperity in Atlantic Canada (I)
- 3.5.13 evaluate the role of government in dealing with the economic challenges facing Atlantic Canada (I)
- 3.5.14 evaluate the role of individuals and groups in dealing with the economic challenges facing Atlantic Canada (I)

Sample Learning/Teaching Strategies

Teachers can have students

- (in co-operative groups) report on the following components of the “new economy”:
 - global competition for markets
 - emphasis on the production of knowledge rather than the production of goods
 - job mobility
- construct conversations between producers of dairy products and consumers of dairy products in which they discuss whether American-produced milk should be for sale in Atlantic Canada
- identify goods and services for which there may be increased demand as the average age of the population becomes older and describe the impact this may have on the economy
- (in pairs) investigate and report on the following examples of the effect environmental lobbies may have on the economy of the Atlantic region:
 - The has waged a struggle to ban the seal fishery.
 - International certification is required of particular forestry practices if Atlantic companies expect to sell their products in Europe.
 - Weather conditions result in a poor potato harvest in the United States.
 - Environmental groups convince governments to close unique ecosystems to mineral exploration.
 - International groups ban the import of agricultural products because of pesticide use.
- research and report on the effect the following economic events would have on Atlantic Canada:
 - the value of the South Korean currency falls dramatically
 - the value of the American dollar rises against the Canadian dollar
 - weather conditions result in a poor potato harvest in the United States
 - political instability in the Canadian Federation
 - a dramatic change in the world price of oil
- consider how various communities respond to disparity and the resulting economic needs of their citizens

The student will be expected to

3.5 analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians

Sample Assessment Strategies

Teachers can have students

- explain what is meant by the following common sayings:
 - The best investment government can make is in our youth.
 - Governments do not create jobs but an environment for others to create jobs.
 - “Learn to learn” or “learn to earn.”
- discuss and assess the relationship between
 - education and poverty
 - low income and health
 - location and employment
- conduct a school survey to determine to what extent the local community is experiencing the “going down the road syndrome” (The survey should question students as to the number of relatives or friends who have left the province in the last five years, why they left, and where they went. Students would then have to analyse the economic impact of out-migration.)
- construct charts illustrating the urbanization of the population in the Atlantic region in the past ten years; accompany the charts with diagrams identifying the “push- pull” factors responsible for the movement of population; analyse the economic impact of urbanization on urban and rural communities
- research and explain how changes in the value of the Canadian currency may affect
 - the export of Atlantic Canadian resources
 - the cost of imported goods to Atlantic Canadian consumers
 - the tourist industry in Atlantic Canada
 - the vacation plans of Atlantic Canadians

Teacher’s Notes

Learning for a Sustainable Future (LSF) has developed a number of useful teaching units. The address for LSF is 303-45 Rideau Street
Ottawa ON K1N 5W8

LSF also maintains a Web site at
<http://www.schoolnet.ca/vp/learning>

The following Web sites may be of interest:

Agriculture-Agrifood Canada

<http://aceis.agr.ca>

Fisheries and Oceans Canada

<http://www.dfo-mpo.gc.ca>

Irving Forest Discover Network

<http://www.ifdn.com/>

Canadian Forestry Association

<http://www.cfa.ca>

Mining Resources

<http://www.mysterynet.mb.ca/mys-links/mining.htm/>

Environment Canada-Atlantic Region-Environmental Assessment Section

<http://www.ns.ec.gc.ca/assessment/index.html>

The student will be expected to

3.6 identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities

Learning Outcomes

The student will be expected to, for example,

- 3.6.1 define the term global economy (K)
- 3.6.2 conduct a class survey to determine the place of origin of many of the goods students purchase and use; graph the results by country/place of origin (A)
- 3.6.3 determine the extent to which the global marketplace is affecting the lives of students (I)
- 3.6.4 apply his/her knowledge of economic principles to suggest why many goods are exchanged globally instead of being manufactured locally (A)
- 3.6.5 determine the effect of import goods on employment and economy in the Atlantic region (I)
- 3.6.6 identify businesses in his/her area that reflect new opportunities in the global economy (A)
- 3.6.7 determine the extent to which the attitudes of Atlantic Canadians toward economic development and prosperity are in harmony with global trends (I)
- 3.6.8 evaluate the role of transfer payments from the Government of Canada in the economy of Atlantic Canada (A)
- 3.6.9 determine the extent to which economic trends and cycles in Atlantic Canada are similar to or different from the rest of North America (I)
- 3.6.10 consider the impact that global trends, such as trade agreements, will have on Atlantic Canada in the next decade (I)
- 3.6.11 appraise the impact that global interdependence may have on the future economic climate in Atlantic Canada (I)

Sample Learning/Teaching Strategies

Teachers can introduce students to the global economy with an exercise described as “The World in a Chocolate Bar.” They can divide the class into groups and distribute an Oh Henry bar or wrapper to each group. Students are to identify the ingredients (including the wrapping paper) that are found in the bar and the origin of each. They then record these findings on a map by running string from the countries of origin to the students’ community.

Teachers can have students

- apply the economic principles to explain why the following goods are often imported rather than produced locally:
 - athletic footwear
 - baseballs
 - cell phones
 - cars
 - perfumes
 - televisions
- trace the movement of coffee from the producer to the consumer and draw a diagram that will illustrate the various agencies that are involved in the production, distribution, and consumption of the coffee and the percentage of profit each makes along the way
- (in groups) research one of the following global corporations or multinationals, and identify the products they produce, the locations of their operations and the extent to which they connect with peoples’ lives:
 - Nestlé—Switzerland
 - Pepsodent— Netherlands and Great Britain
 - Sony—Japan
 - IBM—United States
 - Michelin—France
- outline the arguments for trade barriers that keep out foreign goods and the arguments for entering into trade agreements that allow for the free flow of goods between the countries involved; apply these to Atlantic Canada
- discuss the effect of the following on the manufacture and distribution of the candy bar:
 - cocoa crop damaged by severe weather
 - North Americans become concerned with health problems associated with increased cholesterol levels
 - strikes in the pulp and paper industry

The student will be expected to

3.6 identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities

Sample Assessment Strategies

Teachers can have students

- explain what is meant by “McJobs” and provide local and national examples and if this is a trend in the job market, what are the positives and negatives associated with this trend
- conduct supermarket surveys in which they research and report on the origins of the foods on the shelves and the companies responsible for their production and distribution:
 - (1) Map the information.
 - (2) Graph the information.
 - (3) Analyse the “patterns.”
- note that certain ads suggest to consumers that they buy North American rather than imported goods; write letters to those responsible for automobile ads and argue that there no longer exists a purely “North American car,” discussing the economic implications of this fact
- give two specific examples of the effect that NAFTA has had on the Atlantic Canada economy

Teacher’s Notes

Teachers may wish to refer to the *Interdependence* theme (*Student Text*, pp. 256–286) and co-ordinate with this SCO.

Sample Theme Assessments— Economics

The following sample test questions and assessment activities offer suggestions that teachers may select and adapt as appropriate to their needs. Teachers can also choose and adapt activities that are offered in the sample assessment strategies of this guide as well as those suggested in the *Teacher Resource*.

Sample Test Questions

- Prepare a cause and effect organizer to demonstrate how opportunity cost affected one of your recent economic decisions.
- State one economic goal that you have. Identify it as short, medium, or long term. Describe five actions that you plan to take to achieve that goal.
- Explain the costs and benefits related to borrowing money.
- Identify each of the following as to which sector of the economy they belong—primary, secondary, tertiary, quaternary:
 - pulp cutter
 - roughneck
 - shoemaker
 - snowplow operator
 - GIS specialist
 - weaver
 - poultry producer
 - car manufacturer
 - webmaster
 - Paderno pots retailer
 - accountant
 - cancer researcher
- Create a visual organizer to demonstrate the interdependence between the four sectors of the economy.
- Identify and explain the changes and trends affecting one of the four sectors of the economy.
- Outline four potential effects of changing demographics on the Atlantic Canadian economy.
- Explain how one of the following would affect the economy of Atlantic Canada:
 - economic collapse in Southeast Asia
 - world price of oil doubles
 - Canadian dollar reaches par with the US dollar
 - Europe imposes trade barriers on wood and fish products
- Give one example of each of the following economic terms in a global context:
 - opportunity cost
 - supply and demand
 - scarcity
 - needs and wants
- Use an outline map (OM7 in *Teacher Resource*) to demonstrate whether Atlantic Canada's location is a benefit or liability in the global market.
- Give three indicators of the gap or disparity in wealth within our own society.

Sample Assessment Activities

- In groups, create a checklist of employability skills with a rating scale (see TRM7 in *Teacher Resource* for a model) that can be shared with the class.
- In co-operative groups, research and report on one of Atlantic Canada's top ten trading partners. Each group will prepare a profile of the imports and exports outlining the impact and potential for Atlantic Canada in this trade.
- Investigate and report on the extent to which regional disparity exists in one of the following:
 - Atlantic Canada
 - Canada
 - the global community
- Using Appendix E in *Teacher Resource*, analyse the distribution of the workforce by sector in Atlantic Canada and Canada over a 100-year period. Report on your findings using supported generalizations that explain the changes.
- Name three entrepreneurial opportunities that interest you.
- How could these opportunities contribute to regional economic development?
- Create a one-week economic diary in which you note the decisions you make and why. Then discuss what this diary says about you as an economic decision maker.
- In groups or pairs, create visuals to be used to explain basic economic principles to a grade 3 class.

Course Content: Themes and Outcomes

Theme Four: Technology

The student will be expected to demonstrate an understanding that

- *economic development and vitality depend upon the choices and actions of individuals and groups*
- *interdependence through the movement of goods, services, information, and people affects the well-being of the local, provincial, national, and global communities*
- *the development and use of technology affects the viability and quality of life*
- *people in the past contributed to the development of society*
- *global interdependence and technological change affect sustainable living and cultural understanding*

Skills and attitudinal outcomes will be developed throughout the theme. The knowledge outcomes that are outlined for this theme serve as the means through which the skills and attitudes are developed.

Notes to Teachers

It is unlikely that teachers will have the time required within the school's timetable to facilitate their students' completing all the LOs. It is recommended that each teacher select a range of LOs for each SCO. The selection of LOs will depend on students' abilities, engagement, prior learning, and time on task.

Sample Learning/Teaching Strategies—The following sample learning/teaching strategies are models of appropriate approaches to help students achieve the SCOs. Teachers should select, adapt, or add similar strategies according to the learning situation and the abilities of their students.

Samples Assessment Strategies—The following sample assessment strategies are models to guide teachers in assessing student achievement of the SCO. Teachers should select, adapt, or add similar strategies according to the learning situation and the abilities of their students. Teachers should also refer to the sample end-of-theme assessments. A basic principle of assessment is that teachers should use only assessment strategies that reflect specific prior learning.

Teacher's Notes—Since a resource-based approach is intended for this curriculum, the Teacher's Notes column is intended for teachers to record ideas and references that will assist in planning for instruction. Some suggestions may be included for some outcomes. In addition, teachers should note the appropriate pages in the *Student Text* and in the accompanying *Teacher Resource* that correspond to particular outcomes.

The student will be expected to

4.1 develop a concept of technology and explain its regional and global applications

Learning Outcomes

The student will be expected to, for example,

- 4.1.1 differentiate between the terms technology and hi-tech (K)
- 4.1.2 recognize how technology is used daily by students and Atlantic Canadians of all ages (K)
- 4.1.3 through personal experience and discussion, appreciate how technology has changed his/her life in the past five years (I)
- 4.1.4 anticipate one technological development likely to occur in the next five years that will affect him/her directly (I)
- 4.1.5 understand the term Information Highway/Internet and how it can affect people (A)
- 4.1.6 appreciate how technology in general has changed people's understanding of the world (I)
- 4.1.7 understand the extent to which people shape technology and are shaped by it (I)
- 4.1.8 recognize that technology has improved people's lifestyles and standard of living (A)
- 4.1.9 recognize that technology has contributed to some of society's problems (A)
- 4.1.10 understand the term biotechnology (K)
- 4.1.11 identify historical uses of biotechnology (A)
- 4.1.12 examine ethical issues surrounding uses of biotechnology (I)

Sample Learning/Teaching Strategies

Teachers can have students

- develop a definition of technology by identifying the elements common to each of the following examples of technology (See p. 197, *Student Text*.)
 - a sharpened rock
 - a spear
 - a plow
 - a microwave oven
 - a computer
- illustrate the importance of technology by recording their daily/weekly use of technology or by presenting dramatizations of their efforts to get through a day/week without technology
- (in small groups) identify the advantages and disadvantages attached to each of the following examples of technology:
 - chain saws to harvest forests
 - radar or sonar to track fish
 - nuclear power to generate electricity
 - machinery to harvest crops
 - e-mail to communicate
 - ATMs to do banking
 - microwave oven to prepare meals
- interview elders and ask their opinions as to what was the single most important technology when they were teenagers; then share their findings in a whole-class discussion to determine how technology in general has changed their understanding of the world; solicit their opinions in the following areas:
 - communication
 - transportation
 - entertainment
 - workplace
 - home
- note the suggestion that the TV has become the focal point in the home; (in co-operative groups) create two imaginary scenes to illustrate the difference in family dynamics with and without the TV
- explore and discuss the pros and cons of the concept of "designer genes" by showing how genetic engineering might be used in each of the following cases:
 - improving crops
 - developing a super tree
 - increasing milk production in cows
 - producing larger salmon
 - cloning livestock
- speculate on the future applications of the Internet in their daily lives—they can then design an advertisement for a potential Internet business application
- debate the statement that "Human history is the history of technology."

The student will be expected to**4.1 develop a concept of technology and explain its regional and global applications****Sample Assessment Strategies**

Teachers can have students

- develop charts in which they identify the ten most significant technological innovations in the past 50 years and explain why they chose each item on their list
- draw cartoons illustrating one of the following:
 - the impact of a technological invention
 - a technological innovation being ridiculed when first introduced
 - the dangers of unrestricted biotechnology
 - a technological innovation for future use
- use the Internet to research the Luddites and report and discuss their findings in class
- select one of the following situations and write a brief explanation of how they would react if they were a
 - coal miner watching a natural gas pipeline being built
 - longline fisher watching a trawler pull its nets
 - postal worker introduced to e-mail
 - bank teller seeing an ATM being installed
 - graphic artist introduced to graphic design software
- draw scenes to represent their views of the following 10 years from now:
 - a school library
 - a family room
 - an auto showplace
 - a medical facility
 - a supermarket
 - a fitness centre
- select a particular example of technology and evaluate its effects under two headings, *Good News* and *Bad News*
- (working in pairs) imagine they are entrepreneurs and identify a low-tech item for which there is a potential market; then sell their ideas to their classmates in brief oral presentations

Teacher's Notes

The student will be expected to

4.2 examine and describe the historical application of technology in the Atlantic region

Learning Outcomes

The student will be expected to, for example,

- 4.2.1 understand the extent to which early settlers in the Atlantic region relied on the technologies of the day (K)
- 4.2.2 research the transportation system(s) that were most utilized by early settlers in a selected area of the Atlantic region (A)
- 4.2.3 identify a technological innovation that had an impact in the Atlantic region prior to 1950 and assess its importance to the people of the day (I)
- 4.2.4 research a trade or occupation that existed in the Atlantic region in earlier times and the technologies available to that trade (A)
- 4.2.5 discuss what is meant by technological obsolescence (A)
- 4.2.6 develop a time line of technological applications in the Atlantic region (A)

Sample Learning/Teaching Strategies

Teachers can have students

- (in small groups) develop a chart entitled *Transportation and Technology* in which they identify the breakthrough advantages of the following forms of transportation:
 - canoe or kayak
 - ice boats used to cross the Northumberland Strait
 - square rigger
 - snowmobile
 - railway
 - snowshoe
 - roller blades
- (using the following examples) develop a definition of technological obsolescence and identify the causes and consequences of obsolescence in the developed world; speculate on which current technologies will be obsolete in the near future and explain why

| | |
|--------------------|--------------------|
| - gramophone | - steam locomotive |
| - record player | - typewriter |
| - eight track tape | - telegraph |
- research how technology brought an end to the days of “wooden ships and iron men” in the Atlantic region, and work in small groups to develop a series of charts illustrating the technology used daily then and now by the

| | |
|---------------|-------------|
| - blacksmith | - logger |
| - shipbuilder | - miner |
| - farmer | - homemaker |
| - fisher | - teacher |
- outline the main features of the Neolithic or agricultural revolution and the industrial revolution and the changes resulting from these; explore the suggestion that now is an equally revolutionary period known as the “information economy” and provide examples locally and nationally to illustrate this thesis
- research examples of technological firsts created in Atlantic Canada and represent these on a bulletin board
- develop a Jeopardy category entitled *Technology in the Atlantic Region* and include clues for various technologies that have been unique to the Atlantic region over the years; play a round of Jeopardy with the class using this category

The student will be expected to**4.2 examine and describe the historical application of technology in the Atlantic region****Sample Assessment Strategies***Teachers can have students*

- (in pairs) create the script for an interview between a journalist and a worker whose skills are being made obsolete; present the interview as a magazine article, a taped radio interview, or a video or enact it in front of the class (Teachers can use a rubric to evaluate the interview see *Teacher Resource*, p. 10.)
- identify and research a community that relied on shipbuilding or mining to sustain the local economy and prepare a short paper to describe how the community changed with the end of sail or the mine
- predict which two pieces of current technology will be obsolete in 20–30 years and support their choices
- compare and contrast the role of technology in their lives with that of a person their age in 1900 (Students could use a graphic organizer.)
- identify three examples of technology borrowed or adapted from Aboriginal people and explain why they are still in use today

Teacher's Notes

Where possible visit one of the historical villages such as Sherbrooke, NS; King's Landing or Village Acadien, NB; Lanse aux Meadows, NF; and Orwell Corner, PEI; to explore the use of technology in the past.

The student will be expected to

4.3 demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada

Learning Outcomes

The student will be expected to, for example,

- 4.3.1 give examples of selected workplaces in Atlantic Canada that rely heavily on new technology (K)
- 4.3.2 identify recent trends in the workplace that have developed as a result of technology (K)
- 4.3.3 assess the positive and negative social impacts of workplace technology on the lives of Atlantic Canadians (I)
- 4.3.4 understand the traditional concept of the job and analyse how it has been affected by technology and workplace trends (A)
- 4.3.5 identify success stories in Atlantic Canada related to the use of technological innovations in the workplace (K)
- 4.3.6 appreciate how technology impacts on the standard of living in his/her community/region and Atlantic Canada in general (I)
- 4.3.7 understand how technology in the workplace has affected migration, immigration, and emigration (I)
- 4.3.8 research career opportunities and options related to the field of technology in Atlantic Canada (I)

Sample Learning/Teaching Strategies

Teachers can have students

- review job advertisements in local and provincial newspapers and identify, in chart form, those that require a background in information technology
- research the practice of “cottage industries” prior to the Industrial Revolution and compare this practice to the current trend of people using information technology to work at home
- interview people or invite guest speakers who operate a home-based business; assess the advantages and disadvantages of such arrangements
- (in pairs) develop a “then and now” advertisement for one of the following jobs and indicate in the ad the range of technological skills or training required of applicants—pairs can compare and share their ads with the class

| | |
|-----------------|----------------------|
| - librarian | - music technician |
| - drafts person | - retail clerk |
| - secretary | - military personnel |
| - mechanic | - teacher |
- note that traditionally the Atlantic economy has been based on a workforce described as “drawers of water and hewers of wood” and explain what this means; compare the education and skills required in such an economy with the education and skills required in the “new economy”
- note that Moncton, NB, has been described as the “call centre” capital of Atlantic Canada— explain what this means and research the reasons why Moncton is attractive to companies setting up call centres— students may research and describe the daily routine of a person in a call centre
- contact post-secondary institutions that teach the skills necessary in today’s information economy and find out how many graduates in the past five years found work within the region and how many moved elsewhere to find work; as they report their findings to the class, another student could record their results on a class chart

The student will be expected to

4.3 demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada

Sample Assessment Strategies

Teachers can have students

- explain the relationship between each of the following pairs and support their explanations with specific examples:
 - competition in the global marketplace and technological innovation
 - technological innovation and environmental impact
 - increased agricultural production and technology
 - technology in the home and the role of the homemaker
 - technology and lifelong learning
- write letters to the local newspaper entitled *Technology Creates Unemployment in the Local Economy or the Atlantic Region*—exchange letters with their classmates and then write responses entitled *Technology Creates Employment in the Local Economy or the Atlantic Region*
- describe using examples, the impact of new technology in each of the following workplaces:
 - farm
 - office
 - news room
 - service station
 - bank
 - supermarket
- (in a brief essay) evaluate the positive and negative influences of technology on the standard of living of children and senior citizens

Teacher's Notes

Contact a local primary industry and arrange for a presentation or field trip to explore the company's use of computer technology.

Statistics Canada can provide a breakdown of employment levels, migration, average level of education nationally, regionally, and provincially. The Web site address is <http://www.statcan.ca>

The student will be expected to

4.4 analyse how technology affects transportation and communications in the Atlantic region

Learning Outcomes

The student will be expected to, for example,

- 4.4.1 define the terms communications, communications technology, the information age, and transportation system (K)
- 4.4.2 identify examples of communications technology currently in use in Atlantic Canada (K)
- 4.4.3 understand the role of communications systems in his/her personal life (I)
- 4.4.4 identify positive and negative effects of communications systems on personal/family life (A)
- 4.4.5 assess the impact of the personal computer on communications and communications technology (I)
- 4.4.6 recognize ways in which communications has affected business and entrepreneurship (K)
- 4.4.7 identify several major industries in Atlantic Canada that rely heavily on communications technology (K)
- 4.4.8 identify the different types of transportation systems in use in Atlantic Canada (K)
- 4.4.9 understand how technology is used in the design, development, and operation of transportation systems (I)
- 4.4.10 identify factors to consider in providing efficient and effective transportation (A)
- 4.4.11 appreciate the impacts that transportation and communication systems have had on the environment in Atlantic Canada (I)
- 4.4.12 identify four major concerns that have been raised regarding the automobile (fuel efficiency, safety, exhaust emissions, traffic congestion) and anticipate how these will be dealt with in future (I)
- 4.4.13 explore the possible future developments in the areas of transportation and communications (I)
- 4.4.14 assess career opportunities in the fields of communications and transportation (I)

Sample Learning/Teaching Strategies

Teachers can have students

- (in co-operative groups), create a chart that compares the advantages/disadvantages of moving goods by rail, water, road, or air
- (individually) develop a brief written report describing the role of the St. Lawrence Seaway and the effect it has on the ports of Saint John and Halifax
- role-play that they are the managers of small companies who must outline and justify their decision-making process on the following options:
 - spend their communication budgets on e-mail or fax, or a combination of the two; outline their decision and reasons for them
 - install voice mail for their employees
- note that one of the reasons given for companies not locating in the Atlantic region is that they would be too far removed from the markets of central Canada and therefore transportation cost would be too high; they can investigate and report on the assumptions and accuracy of this theory
- conduct a study to determine the percentage of cars passing a certain stop sign in their community that contain only one person—their findings could be incorporated into a written report in which they argue for the benefits of public transportation and outline steps to encourage greater provision and use of public transportation
- research and prepare reports on the impact of using containers to move goods to central North American markets on Atlantic Canadian ports and other transportation systems
- use maps to illustrate how the introduction of the railway helped shift Atlantic trade patterns from north-south to east-west
- (in pairs) conduct and report on an experiment in which they undertake to research a particular topic in a given period of time—one member of the pair relies entirely on print material and the other on electronic sources— have them compare the difficulty of finding information on the topic, the amount of information available, and the relevance and quality of the information.
- (in co-operative groups) research and present their findings in the form of a “then and now” collage that will demonstrate the role technology played in the design, development, and operation of one of the following transportation and communication systems:
 - roads - ferries - bridges
 - telephones - air transportation - ships
 - mail service - railways

The student will be expected to
4.4 analyse how technology affects transportation and communications in the Atlantic region

Sample Assessment Strategies*Teachers can have students*

- write brief essays in which they explain how the building of a railway to connect Atlantic Canada to the rest of Canada contributed to the shift of trade from north-south to east-west
- prepare outlines of the main points (pros and cons) of the following generalizations:
 - The problem today is not lack of information but information overload.
 - There is little privacy in today's electronic age.
 - Computers, television, and video games undermine individual imagination and social contact.
 - The information age will result in a paperless society.
- investigate and report on one of the following trends in communication and transportation:
 - the competition between the telephone and cable companies to provide Internet service
 - the integration of the computer and the television
 - the use of alcohol and electricity to power cars and buses
- note that it has been suggested that location or geography is no longer a critical factor in deciding where certain companies will locate because of the computer, e-mail and fax; research and provide examples of companies where this is the case and explain why
- illustrate their visions of future developments in transportation or communications in Atlantic Canada over the next 40 years

Teacher's Notes

Contact a transport company or driver to learn about their use of technology in the trucking industry.

Contact Transportation 2000 for information regarding transportation policies in Canada.

Arrange for a presentation by a teacher responsible for technology on trends in communications technology.

The student will be expected to**4.5 examine and describe the effects of technology on manufacturing in the Atlantic region****Learning Outcomes**

The student will be expected to, for example,

- 4.5.1 identify products manufactured in the Atlantic region which he/she uses on a regular basis (K)
- 4.5.2 identify several ways in which manufacturing has affected society (A)
- 4.5.3 distinguish between mass production and custom production (A)
- 4.5.4 understand how computers are used in manufacturing (A)
- 4.5.5 understand how new products are developed and produced (A)
- 4.5.6 identify several products that have been developed and manufactured in his/her province/region (K)
- 4.5.7 describe how technology has improved the marketing of goods in the Atlantic region (I)
- 4.5.8 anticipate possible changes that might affect manufacturing in the future (I)
- 4.5.9 explore and assess career opportunities in the field of manufacturing in the Atlantic region (I)

Sample Learning/Teaching Strategies

Teachers can have students

- (in small groups) develop a brochure or web page advertising locally or regionally manufactured products—students can share their efforts with the manufacturers and solicit feedback
- (as a group) develop a brochure entitled “Buy Locally” that outlines the arguments for buying locally manufactured products
- research the development and production of new products to determine whether the products were developed in response to consumer demand or created the consumer demand
- investigate the following or other suitable Internet sites and write reports that describe how technology is being used to market goods and services:
 - Canada Malls (<http://www.canadamalls.com/>)
 - American Shopping Mall (<http://www.greenearth.com>)
 - Provincial Tourism Web sites
- investigate career opportunities in a selected field of manufacturing and present their findings to the class in display form
- select one of the following industries and submit a report that describes how technology has reduced the workforce, eliminated the need for certain skills, and created demand for new skills:

| | |
|----------------|-------------------------|
| - paper mill | - power utility |
| - steel mill | - telephone |
| - bank | - food processing plant |
| - textile mill | - fish plant |
| - ship yard | - farm |
- invite local crafts people to speak about the value of one-of-a-kind products or products of cottage industries, the value of low tech, labor intensive industry, and the difficulties of competing against mass produced goods; then they can prepare a written summary of the presentations

The student will be expected to

4.5 examine and describe the effects of technology on manufacturing in the Atlantic region

Sample Assessment Strategies

Teachers can have students

- examine the yellow pages in their local phone books and develop pie graphs or bar graphs to compare the number of ads representing the manufacturing industries with those representing the service industries
- explain the difference between a labor intensive and a capital intensive industry and give an example of each (low value added vs. high value added)
- select one of the following and report on how technology has created jobs and need for new skills:
 - communications
 - computers
 - aerospace
 - transportation
 - entertainment
- debate, from a historical perspective, how technological change has been positive/negative for Atlantic Canada
- select one or more manufacturing industries and suggest how technology may be used in the future to
 - reduce cost of production
 - reduce negative environmental effects of production
- explain the meaning and implication of the saying, “Machines do not take coffee breaks, do not phone in sick, do not require holidays or sleep, and do not strike”; write similar statements that show the opposite point of view
- choose manufacturers to be representatives of their provinces at an international fair and indicate the reasons for their choices—they can develop a brochure that the companies would distribute at the fair

Teacher’s Notes

Invite technology education teachers to explain and/or demonstrate CAD/CAM.

The student will be expected to

4.6 analyse the effect of technology on resource industries in Atlantic Canada

Learning Outcomes

The student will be expected to, for example,

- 4.6.1 identify a resource industry that affects a large number of people in his/her community/area (K)
- 4.6.2 identify and evaluate examples of technology in the following resource sectors of Atlantic Canada:
 - the forest industry
 - the farming industry
 - the mining industry
 - the fishing industry (I)
- 4.6.3 identify industries based on renewable and non-renewable resources (K)
- 4.6.4 understand the social and economic consequences of the closure of a resource industry in a community or region (I)
- 4.6.5 explore career opportunities in resource industries in Atlantic Canada (A)
- 4.6.6 evaluate the environmental effects of technology in the resource industries in the Atlantic region (I)

Sample Learning/Teaching Strategies

Teachers can have students

- note that sustainable development has been defined as development that meets the needs of today's generation without jeopardizing the ability of future generations to meet their needs; then create charts to explain how technology may help or hinder sustainability in the resource industries
- brainstorm under what conditions a renewable resource may become non-renewable, then create lists of examples which illustrate this possibility
- invite representatives of the forest, fishing, mining, or agricultural industries to discuss the impact of technology on their industry on the local and regional economies; create lists of questions to ask the speakers
- illustrate through a collage, poster, HyperStudio, the effects of one of the following on a particular resource and/or environment:
 - dams or causeways
 - drag rakes for harvesting of Irish moss/rockweed
 - open-pit mining
 - tree harvesters
 - gene splicing to develop better trees
 - radar and sonar in the fishing industry
 - potato harvesters
- (in small groups) devise a dramatization that will illustrate the dangers of harvesting resources that are not owned by an individual or country but are owned in common; note how these dangers might be reduced
- note that aquaculture has been regarded as a partial solution to problems in the fishing industry; research the positive and negative effects of this industry and present their findings in the form of charts
- discuss the issue of Atlantic Canada's greatest resource, its people, noting the effect of out-migration trends on the region's ability to secure a better future

Teachers can introduce and outline conditions for sustainable development and analyse a selected industry in terms of the degree to which the industry is meeting these requirements. Students can then conduct research and make presentations to the class on harvesting practices within renewable resources (private woodlots, fisheries, arable land) within the context of sustainable development.

The student will be expected to

4.6 analyse the effect of technology on resource industries in Atlantic Canada

Sample Assessment Strategies

Teachers can have students

- write short essays in which they explain what is meant by value added processes in the resource industry and illustrate the benefits of this practice using one or more examples
- illustrate the role of the computer in resource industries by reporting on one of the following:
 - controlling conditions in a barn housing chickens or egg production
 - maintaining an inventory of trees on crown and company lands
 - managing milk production on a dairy farm
 - predicting ice conditions and movement for fisheries and offshore development
- write short essays to explain what is meant by appropriate technology and comment on the appropriateness of the following:
 - horses in tree harvesting
 - longline fishing in the cod industry
 - organic farming
 - aquaculture
- note that technology is regarded as a double edged sword; illustrate the truth of this by creating two columns in which they indicate the positive and negative effects of the following (This may include economic, environmental, and social effects.)
 - the mechanical tree harvester
 - factory freezer trawlers
 - bovine growth hormone
 - computers
 - hydroelectric complex
 - open-pit mining
- submit brief reports on the skills, educational requirements, and career opportunities in one of the primary resource industries in Atlantic Canada
- construct graphic organizers illustrating the consequences for the community of one of the following: (The organizer should indicate the interdependence among economic factors and between economic and social considerations.)

| | |
|---|--|
| <ul style="list-style-type: none"> - the collapse of the cod fishery - the closing of a pulp mill - the development of the Hibernia oil fields | <ul style="list-style-type: none"> - development of the Sable Gas fields - spread of an agricultural virus or disease - development of a new ore mine |
|---|--|

Teacher's Notes

The student will be expected to
4.7 evaluate the effects of technology on recreation, home life, and community life

Learning Outcomes

The student will be expected to, for example,

- 4.7.1 identify examples of technology in the home, school, or community that affect him/her (K)
- 4.7.2 distinguish between home technologies that are now considered basic conveniences and those that are chosen based on individual recreational/leisure interests (A)
- 4.7.3 identify services that can be accessed through home technology that originate from distant locations (K)
- 4.7.4 assess the extent to which recreation and leisure activities have changed in recent years due to technology (A)
- 4.7.5 assess the extent to which technology affects a recreational or sporting activity in which he/she is involved (A)
- 4.7.6 research an innovation in recreational or sporting technology (A)
- 4.7.7 identify training and educational opportunities that exist in the community as a result of technology (K)
- 4.7.8 identify health services that are available in the community through technology (K)
- 4.7.9 explore and assess career opportunities in the Atlantic region based on home and recreational technologies (A)
- 4.7.10 suggest future developments in home/recreational/community technology (I)

Sample Learning/Teaching Strategies

Teachers can have students

- (in small groups) develop and conduct a survey about the daily use of the following items of technology by students; and analyse the data to discern patterns:
 - computers
 - television
 - cell telephones
 - e-mail
 - Walkman
 - voice mail/answering machine
 - Compact Disks
 - video games
 - pagers
 - DVDs
- interview their parents, guardians, or grandparents to identify the types of recreational activities that they participated in when young and compare these with the recreational activities of today's youth—they may analyse the information obtained by comparing
 - the amount of physical activity involved
 - the degree of social interaction involved
 - the expense required
 - safety and quality of equipment
 - the degree of organization
 - the extent of stereotyping
- (in small groups) determine the extent to which technology has "improved" the following recreational equipment:
 - golf clubs
 - hockey skates
 - skis (downhill and cross country)
 - tennis racquets
 - athletic footwear
 - snowboards
- give examples of several recreational and social activities that can be planned and organize using technology
- construct journal entries entitled *The Joys of Low Technology* based on a day in their lives where they avoid the use of high technology
- draw a series of images or create collages that illustrate the possible future use of technology:
 - a sports centre
 - rec room at home
 - their bedrooms
 - a kitchen
 - a library
 - community centre
 - a church
- interview elders about health services past and present and determine the impact of technology on the provision of health care

The student will be expected to**4.7 evaluate the effects of technology on recreation, home life, and community life****Sample Assessment Strategies**

Teachers can have students

- write reports in which they argue that because of technology many people today enjoy conveniences not available to the wealthy 100 years ago
- imagine they are the owner of high-tech companies that are looking for locations to establish their firms and they must identify factors to consider in choosing a location and determine the extent to which those factors are available in their communities
- use the Internet to prepare a summary of key information on Atlantic Canadian post-secondary institutions in which they are interested
- compare the positive and negative qualities of the following:
 - playing Nintendo and playing soccer
 - a CD player and a cassette player
 - reading a book and listening to an audio tape of the book
 - visiting a place and reading about it
 - reading a book and seeing the movie
 - going for a drive and going for a walk in the country
 - playing a board game and watching television
- interview the owners of outdoor recreation stores and submit reports on technological innovations in sport clothing and sporting goods
- draw a series of scenes or create collages that represent the use of technology in a home in 1950 and in today's home
- (individually) write a paragraph to indicate how a technological fix may be used in the future to address the following:
 - global warming
 - home security
 - lost keys
 - prison escapes
 - automobile accidents
- reflect on how technology has affected the quality of family life (past and present) and present their views through selected media (e.g., journal entries, oral presentations, posters, editorials)

Teacher's Notes

Sample Theme Assessments – Technology

The following sample test questions and assessment activities offer suggestions that teachers may select and adapt as appropriate to their needs. Teachers can also choose and adapt the activities that are offered in the sample assessment strategies of this guide as well as those suggested in the *Teacher Resource*.

Sample Test Questions

- Technology has changed the way Canadians harvest their natural resources. Complete the chart below, showing a method used in the past, and a technological innovation that has replaced it.

| Industry | Methods used in the past | Current technology |
|----------------------|---|--|
| for example: fishing | Fishing captains used to find schools of fish by using past experience that taught them where the fish were likely to be. | Today they use radar, echo sounders, GPS, and Loran C. |
| Farming | | |
| Fishing | | |
| Forestry | | |
| Mining | | |

Explain one advantage and one disadvantage for each example of current technology.

- Select one current technology that you have studied in this or an earlier theme. Draw a web diagram for this technology that shows
 - a past technology that is related to the present one
 - the resources that are used by the technology
 - the positive ways in which the technology has changed our lives
 - the negative ways in which the technology has changed our lives
- Explain three benefits and three disadvantages of computer applications in our economic lives
- Explain how each of the following factors contributed to the crisis in the northern cod fishing industry:
 - political
 - economic
 - environmental
 - technological
- Describe how the principles of sustainable development might have been used to avoid the crisis.
- Discuss the accuracy of the following statement: Technology has been a mixed benefit to employment and the standard of living in Atlantic Canada.
- Describe how four of the following communication or transportation technologies provide network or service links in Atlantic Canada:
 - Confederation Bridge
 - fibre-optic cables
 - e-mail
 - computer aided design (CAD)
 - satellites
 - TETRA
 - GPS
 - motor vehicle electronic monitoring systems

- Select a manufacturing business in Atlantic Canada and describe how technology is critical to its success.
- Identify one example of a recent technological development in recreation, in home life, and in community life. Evaluate how these have impacted on peoples' lifestyles.

Sample Assessment Activities

- Write a "career focus" for someone in your community who is working in information technology. If possible, interview the person. Otherwise, research to find answers to the following sample questions:
 - Where did you get the idea for your business?, or if the person is working for an established company, where did the founders get their idea for their business?
 - What services do you provide?
 - What economic investment went into the business?
 - Why did you select this location to establish your company?
 - What skills do you need?
 - What equipment do you use?
 - What competition do you face?
 - How do you develop and sustain your markets?
 - Describe the features you enjoy most about your career.
- List the jobs mentioned in Unit Four of the *Student Text* that have developed because of changes in technology. Then categorize the jobs according to which sector they are in: primary, secondary, tertiary, quaternary. Analyse the patterns that are present and explain the conclusions that you draw.
- Reflect on a collaborative learning activity in which you have participated and prepare an oral presentation demonstrating the importance of teamwork and why it is necessary in the workplace.
- Research important technological changes that have taken place in one of the following areas over the last 50 years. Then create a time line showing the significant events and dates in your chosen area of study.
 - medicine
 - home technology
 - education
 - recreation
 - communication
 - use of resources
- Research and report on the effect of the development of either the Trans-Canada Highway or the telephone on Atlantic Canadian society.
- Research a range of career profiles in the Atlantic Canadian manufacturing sector. Include entry level, blue collar, technical, and management positions. Indicate the qualifications required, working conditions, and promotion prospects.

- Interview an elder concerning the level of home technology available when he/she was young. Construct a chart to contrast the technology he/she describes and the technology available today. You may divide the chart into the following categories:

| Technology | Then | Now | Effect on Lifestyle |
|--------------------|------|-----|---------------------|
| cleaning | | | |
| cooking appliances | | | |
| furniture | | | |
| entertainment | | | |
| garden tools | | | |
| house construction | | | |

Include a category that assesses the effects of these changing technologies on your lifestyle.

Course Content: Themes and Outcomes

Theme Five: Interdependence

The student will be expected to demonstrate an understanding that

- *economic development and vitality depend upon the choices and actions of individuals and groups*
- *interdependence through the movement of goods, services, information, and people affects the well-being of the local, provincial, national, and global communities*
- *effective citizenship requires a sense of personal commitment, a willingness to act and a concern for the future*
- *global interdependence and technological change affect sustainable living and cultural understanding*

Skills and attitudinal outcomes will be developed throughout the theme. The knowledge outcomes that are outlined for this theme serve as the means through which the skills and attitudes are developed.

Notes to Teachers

It is unlikely that teachers will have the time required within the school's timetable to facilitate their students' completing all the LOs. It is recommended that each teacher select a range of LOs for each SCO. The selection of LOs will depend on students' abilities, engagement, prior learning, and time on task. Therefore, in the pages that follow, there may not be a sample teaching/learning strategy for each LO.

Sample Learning/Teaching Strategies—The following sample learning/teaching strategies are models of appropriate approaches to help students achieve the SCOs. Teachers should select, adapt, or add similar strategies according to the learning situation and the abilities of their students.

Samples Assessment Strategies—The following sample assessment strategies are models to guide teachers in assessing student achievement of the SCO. Teachers should select, adapt, or add similar strategies according to the learning situation and the abilities of their students. Teachers should also refer to the sample end-of-theme assessments. A basic principle of assessment is that teachers should use only assessment strategies that reflect specific prior learning.

Teacher's Notes—Since a resource-based approach is intended for this curriculum, the Teacher's Notes column is intended for teachers to record ideas and references that will assist in planning for instruction. Suggestions may be included for some outcomes. In addition, teachers should note the appropriate pages in the *Student Text* and in the accompanying *Teacher Resource* that correspond to particular outcomes.

The student will be expected to

5.1 explore his/her concept of world view and explain the factors that influence and are influenced by it

Learning Outcomes

The student will be expected to, for example,

- 5.1.1 discuss the concept of world view and recognize that world views are personal and varied (A)
- 5.1.2 examine the influence that each of the following might have on the world view held by an individual or group:
 - religious beliefs
 - culture and traditions
 - view of nature
 - quality of life
 - interaction with other groups
 - political systems
 - family
 - community (I)
- 5.1.3 identify factors, other than those noted above, that can shape a person's world view (A)
- 5.1.4 examine an issue that reflects different world views (I)
- 5.1.5 suggest ways in which one's world view might change as a result of increased communication, travel, and migration (I)

Sample Learning/Teaching Strategies

Teachers can have students

- construct individual mental maps of the world that reflect the relative position of the continents and note where they placed North America on the map (The tendency to locate North America in the centre of the map and relegate other continents to the periphery is illustrative of our world view.)
- examine a Mercator map of the world as illustrative of a world view, noting the implications of the following; compare this with the Peters projection
 - North America is placed in the centre of the map
 - North America and Europe occupy the upper portion of the map
 - the size of countries is distorted in favour of the developed countries
- discuss the following statements to identify their world views:
 - Nature has a limitless storehouse of resources available for human use.
 - The successful person is the achiever.
 - What can be scientifically known and technologically achieved should be sought after and acted upon.
- compare the European view of Columbus' role in history with that of the Aboriginals of the Americas
- outline what they consider to be the criteria for progress, success, and happiness
- discuss how the following excerpt from the Bible might influence one's view of the relationship between humans and society: "I will give you dominion over the fish of the sea, the birds of heaven, and all living animals on the earth."
- discuss the concept of world view and recognize that world views are personal and varied
- examine the influence that each of the following might have on the world view held by an individual or group:
 - religious beliefs - family
 - culture and traditions - community
 - view of nature - political systems
 - quality of life - interaction with other groups
- identify other factors which can shape a person's world view; and examine an issue that reflects different world views, e.g., status of elders in society, economic disparity, foreign aid
- debate the statement, "All Atlantic Canadians share elements of a similar world view."

The student will be expected to**5.1 explore his/her concept of world view and explain the factors that influence and are influenced by it****Sample Assessment Strategies***Teachers can have students*

- develop a series of questions that may be used in interviews to determine individuals' world views (Specific questions should explore their concepts of progress, of the good life, etc.)
- (using the above questionnaire) interview relatives or friends or themselves and use the answers to construct a written profile of the world view of each person interviewed
- construct two-column charts that compare the traditional Western and Eastern world views
- write brief essays in which they defend or refute the thesis that there is an Atlantic Canada world view
- select pieces of writing (fiction or non-fiction) and analyse them in terms of the world view expressed by the author or one of the characters (Refer to English language arts teacher.)
- develop a series of bumper stickers that reflect a variety of world views or conduct bumper sticker surveys and analyse the world view expressed by each (Refer to English language arts teacher.)
- write short stories in which they find themselves on a one-year school exchange in an unfamiliar culture and language; reflect in the stories ways in which their world views were changed

Teacher's Notes

The student will be expected to**5.2 examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems****Learning Outcomes**

The student will be expected to, for example,

- 5.2.1 define what is meant by system, interdependence, and global village (K)
- 5.2.2 explore ways in which political, economic, technological, and cultural systems create interdependence in the world today (A)
- 5.2.3 examine culture as a system and its impact on a selected global issue (I)
- 5.2.4 examine the cultural barriers that may impede understanding between people and that sometimes lead to conflict (A)
- 5.2.5 evaluate how improvements in transportation and communication systems have led to increased global awareness in the twentieth century (I)
- 5.2.6 discuss an environmental issue that impacts directly on Atlantic Canada and the global village (I)
- 5.2.7 explore a human rights issue in Atlantic Canada that has international implications (A)
- 5.2.8 assess the implications of a selected current international agreement for Atlantic Canada (I)

Sample Learning/Teaching Strategies

Teacher can have students

- develop a definition of systems by identifying the elements common to the following systems:
 - skeletal system
 - political systems
 - hydrologic system
 - economic systems
 - postal system
- examine a variety of international articles in daily papers and analyse an event in each under the following headings:
 - How this event affects Canada
 - How this event affects Atlantic Canada
 - How this event affects me
- examine the labels on their clothes or food items at home to identify their origin; place a tack for example on a world map to identify their community and other tacks to represent the origin of the items; use pieces of yarn to link their community to the places identified
- outline the possible effects in Atlantic Canada of one of the following, in order to illustrate the concept of the global village:
 - global warming
 - economic slump in Asia
 - El Niño
 - political event in another country
 - Middle East oil embargo
 - a major volcanic eruption, e.g., Mt. Pinatubo
- develop presentations to the United Nations that argue that the northern cod issue is both an international and a national issue
- imagine they are farmers in the Atlantic region and explain how advances in transportation have forced them to compete in the global economy
- debate the following statements:
 - Canada's immigration policies are not open enough.
 - Atlantic Canada needs more immigrants to help its economy.
 - Canada should reduce its immigration quota and increase its refugee quota.

The student will be expected to
5.2 examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems

Sample Assessment Strategies

Teachers can have students

- (individually) explain, in a paragraph for each, the possible consequences of
 - a United States presidential election on the Atlantic paper industry
 - a rise in the value of the American dollar relative to the Canadian dollar
 - a decline in the Japanese economy on the PEI tourist industry
 - European animal rights activities on the Newfoundland seal hunt
 - a frost in Florida on the diet of Atlantic Canadians
- interview one of the following to determine how globalization affects their activity and submit a report:
 - a potato farmer - a politician
 - a mine worker - a fisher
 - a musician - a manufacturer
 - an entrepreneur
- explain how each of the following illustrates the principle that “we all live down stream”:
 - acid rain generated in the United States
 - use of coal to power the growing Chinese economy
 - Chernobyl nuclear accident
 - regional war or conflict
 - oil spill
- develop collages that illustrate how the Atlantic region is linked to the wider world
- conduct surveys to determine the degree of cultural diffusion in their communities:
 - the number of restaurants that focus on ethnic foods
 - the number of television shows they watch in an evening which originate outside Canada
 - the nationality of your favorite musical groups
 - cultural origins of students in their school
- prepare diagrams entitled This Place in the World: The World in this Place that explore different ways the school and the neighbourhood are linked to the wider world
- in brief essays give their positions on the following statement: There are human rights issues in Atlantic Canada.

Teacher’s Notes

Information regarding human rights may be obtained by contacting a local Human Rights commission: or the

Atlantic Human Rights Centre
 Saint Thomas University
 Fredericton NB E3B 6E3
 Tel: (506) 452-0549

The student will be expected to**5.3 assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community****Learning Outcomes**

The student will be expected to, for example,

- 5.3.1 identify qualities and attributes that individuals need to be effective global citizens (K)
- 5.3.2 discuss the extent to which global citizenship values are reflected in his/her community or region (I)
- 5.3.3 identify student activities that contribute to global citizenship (K)
- 5.3.4 suggest ways that students can increase awareness of global citizenship in the community at large (A)
- 5.3.5 evaluate the extent to which his/her peer group is prepared to contribute as global citizens to the next generation of leaders (I)

Sample Learning/Teaching Strategies

Teachers can have students

- (in pairs or triads) investigate one of the following: World Food Day, Development Week, Earth Day, International Day for the Elimination of Racism, and International Declaration of Human Rights; devise a strategy that will educate community members about the event and encourage community action
- submit articles to the school newspaper or the school page of the local newspaper entitled either, “Think Globally and Act Locally,” or “My Community in the World and the World in My Community”
- investigate the efforts of Craig Kielburger on behalf of children around the world who are the victims of human rights abuses; (in co-operative groups) develop a questionnaire that measures the response of the school population to Craig’s campaign and the extent to which students are prepared to undertake action in support of Craig’s efforts
- note that their daily choices are a form of empowerment that allow them to shape both the local and global communities; make a list of their daily choices—the products they buy, the energy they consume, the waste they produce, etc.—and determine to what extent these choices have either a positive or negative effect on the local and global communities
- outline measures that they and their communities may take to help Canada reach its commitments on greenhouse gases
- research the history of child labour in Canada; investigate Canada’s links to countries with poor records on child labour and human rights
- research the history of Canada’s foreign aid contributions and graph or visually present their results
- brainstorm a list of qualities that Atlantic Canadians need to become contributing members of the global community; share and discuss this list with another class or school
- imagine they are passengers on Spaceship Earth, a ship with limited resources hurtling through space, and create profiles that identify the qualities of a responsible passenger, i.e. a global citizen. Working in co-operative groups, draft a Rights of the Planet document or a Stewardship of the Planet Manifesto

The student will be expected to

5.3 assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community

Sample Assessment Strategies

Teachers can have students

- note that often the measures proposed to deal with a problem have mixed consequences; examine the possible effects of global warming on their community or region under the headings, *Good News* and *Bad News*
- complete the following chart to illustrate how an action in any region, can contribute to a global effect:

| Local Action | → | Global Effect |
|---|---|---------------|
| - Fossil fuels used to generate electricity | → | |
| - American industries generate SO ₂ gases | → | |
| - Americans argue Canadians are violating the NAFTA agreement by subsidizing the forest industry | → | |
| - Environmental, cultural, political factors contribute to the rapid decline of Northern cod stocks | → | |

- note that the value of the dollar has dropped against most other foreign currencies; write brief explanations of why the following people in Atlantic Canada are happy or unhappy
 - a person about to buy a television set made in Japan
 - produce wholesaler
 - an Islander who wants to travel to Florida
 - a newsprint manufacturer
 - a travel agent
- draw cartoons that will serve to comment on local or global issues

Teacher's Notes

Some global education resources on the Internet:

The Green Brick Road's Guide to Environmental and Global Education (<http://gbr.org/guide/global.org>)

A Global Educator's Guide to the Internet (<http://www.educ.uvic.ca/faculty/triechen/>)

Learning for a Sustainable Future (<http://www.etc.bc.ca/~lsf>)

The student will be expected to**5.4 demonstrate an understanding that the future well-being of Atlantic Canada involves co-operation with the national and global community****Learning Outcomes**

The student will be expected to, for example,

- 5.4.1 evaluate the importance of co-operation between Atlantic Canadians and other parts of Canada for the well-being of the region (I)
- 5.4.2 assess the need for Atlantic Canadians to contribute to the reform of Canadian social programs and institutions (A)
- 5.4.3 identify international organizations that have branches in his/her local area (K)
- 5.4.4 assess the importance of Atlantic Canadians' participation in international groups and organizations (A)

Sample Learning/Teaching Strategies

Teachers can have students

- identify and explain the consequences and possibilities for Atlantic Canada if Quebec independence were to be realized
- debate the following: Resolved that the Atlantic Provinces should unite politically.
- take advantage of the local telephone book or the "Welcome to our Community" signs to identify international organizations in their communities and arrange to have a member of the club speak to the class about their international connections (These may include the Rotary, Lions, Red Cross, Unicef, Kinsmen clubs, etc.)
- contact Amnesty International for information and consider whether to organize a chapter in their school. (A class can lobby on behalf of a prisoner of conscience in another country.)
- develop calendars that identify various "world days" and market the calendar locally (Each month of the calendar can be illustrated with an appropriate student drawing.)
- research and brainstorm as a class the factors that have contributed to Canada's national debt; organize a round table to discuss what measures can be taken to reduce the national debt
- invite a local UN peacekeeper to speak to the class about Canada's contributions to global peace
- organize, with the help of other students, presentations on equalization payments in Canada—the presentation should deal with the following:
 - historical background
 - the view of Canada represented by equalization payments
 - how Atlantic Canada benefits from equalization payments
 - the effects of reduced equalization payments

The student will be expected to

5.4 demonstrate an understanding that the future well-being of Atlantic Canada involves co-operation with the national and global community

Sample Assessment Strategies

Teachers can have students

- explain the consequences of the following on Atlantic Canada and other regions of Canada:
 - A provincial government in the Atlantic region uses subsidies to attract industry to that province.
 - Common courses are developed for all students in the Atlantic region by the Atlantic Provinces Education Foundation.
 - Federal money is used to establish the Atlantic Canada Opportunities Agency.
 - East Coast Music Awards—support and recognition for arts and culture.

- write outlines in which they defend or criticize the following:
 - Atlantic Canada should not trade with countries that ignore human rights.
 - Atlantic Canada should press the federal government to admit more immigrants and refugees to Canada.
 - Investors should invest in mutual funds that have adopted ethical policies and practices.

- develop Venn diagrams in which one circle represents national interests and concerns and another represents Atlantic Canada's interests and concerns

- identify one or more international groups and organizations to which they currently or hope to belong in the future and give reasons why

Teacher's Notes

Contact the Canadian International Development Agency (CIDA) to obtain information about Canada's assistance to the developing world. CIDA maintains a Web site at <http://www.acdi-cida.gc.ca>

Sample Theme Assessments— Interdependence

The following sample test questions and assessment activities offer suggestions that teachers may select and adapt as appropriate to their needs. Teachers can also choose and adapt the activities that are offered in the sample assessment strategies of this guide as well as those suggested in the *Teacher Resource*.

Sample Test Questions

- Identify and explain five factors that affect your world view.
- What would you say is the world view of a company that practices sustainable development?
- Name one business in Atlantic Canada that you feel practices sustainable development and give three examples to support your answer.
- Identify the following by explaining their contributions to the global economy/village:
 - Moses Coady
 - Cyrus Eaton
 - Alexander Graham Bell
 - Canadian peacekeepers
 - Katimavik
 - Craig Kielberger
- Give five examples that illustrate that Atlantic Canadians are part of the global village.
- State five activities that an individual or community can participate that would show they are effective global citizens.
- Explain how each of the following would impact on Atlantic Canada:
 - Atlantic Canada does not participate in a national summit on the future of Canada.
 - Acid rain is not curtailed.
 - Middle East experiences political unrest.
 - Atlantic Canada closes its doors to immigrants.
 - The Asian economy collapses.

Sample Assessment Activities

- Critique and/or create a logo, motto, or slogan that represents the world view of five different organizations.
- Research and present the work of an artist, a musician, or a sculptor and explain what world view is reflected in their work.
- Research the activities of a business or organization and analyse how well it contributes as an effective global citizen.
- Develop a cause and effect chart to show how events in one region of the world can have an impact on another region.
- Create a web organizer showing the environmental, political, cultural, economic, and technological connections between Atlantic Canada and the rest of the world. The hub or centre circle for this organizer will be Atlantic Canada in the Global Community.
 - Review the first four units of the textbook looking for examples you can use for the different sections of your organizer.
 - Select three examples for each of the five global connections mentioned above and create your web organizer.
 - Write a paragraph explaining how further development of one of these examples of global connections would benefit the Atlantic region.
- Create a visual that illustrates how the well-being of the Atlantic region depends upon co-operation with the national and global communities. Alternatively, illustrate the level of interdependence within the Atlantic region.

The Instructional Environment

The Learning Environment

With the accelerating pace of change, today's students can no longer expect facts learned in isolation to equip them for life. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The learning environment of Atlantic Canada in the Global Community must support the development of these critical attributes to prepare students to be lifelong learners.

Today's students come from increasingly diverse backgrounds and experiences. An effective instructional environment must incorporate principles and strategies that support their diversity while recognizing and accommodating the varied learning styles, multiple intelligences, and abilities of individual students.

Appropriate instructional practices are fundamental to the establishment of an effective learning environment. Teaching approaches and strategies must actively engage all students in the learning process. Students must become involved in a wide variety of experiences that foster their development. The nature and scope of social studies provide unique opportunities for such experiences.

Therefore, an effective social studies learning environment must be

- student-centred
- inviting and inclusive
- respectful of diversity
- participatory, interactive, and collaborative
- engaging and relevant
- integrating
- challenging
- inquiry based and issues oriented
- reflective

To establish and maintain such an environment, teachers must

- recognize students as being intelligent in a number of different ways, and encourage them to explore other ways of knowing both inside and beyond the classroom
- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge and value the ways in which gender, ethnicity, race and culture shape particular ways of viewing and knowing the world
- incorporate new approaches, methodologies, and technologies with established effective practices
- have an extensive repertoire of strategies from which to select those most appropriate to the specific learning task
- use varied and appropriate resources to help students achieve the outcomes in a particular learning situation
- provide opportunities to integrate knowledge, skills, and attitudes
- provide repeated opportunities for reflection so that reflection becomes an integral part of the learning process

An effective social studies learning environment ensures student's achievement by

- enhancing students' understanding, knowledge, and valuing of their own heritage and cultural background
- emphasizing inquiry and discovery by students rather than teacher presentations of information, facts, and conclusions
- encouraging student responsibility for involvement and participation in the learning process
- providing students with direct and vicarious experiences and opportunities to develop and apply social studies skills, strategies, and processes in real, purposeful situations
- teaching students how to process and act upon information about the world in a rational and critical manner
- encouraging the effective use of technology and community, media and print resources in appropriate situations

Effective Teaching

Atlantic Canada in the Global Community teachers need to be reflective in planning, implementing, and evaluating instruction to ensure that the principles of learning are embedded within all curriculum explorations. Through a thoughtful approach to inquiry, teachers should model strategies to elicit and support critical and creative thinking, problem solving, reflection, and persistence.

Effective social studies teaching emphasizes activities that call for real-life applications of knowledge using the skills, perspectives, and contents from many fields and disciplines integrated into the Atlantic Canada in the Global Community course. This course is integrative in its treatment of topics. For example, historical concepts and understandings are integral to all five major themes. The concepts of time, space, continuity, and change are used in concert with materials from many disciplines to investigate how events, ideas, and heritage influenced and continues to influence Atlantic Canadians.

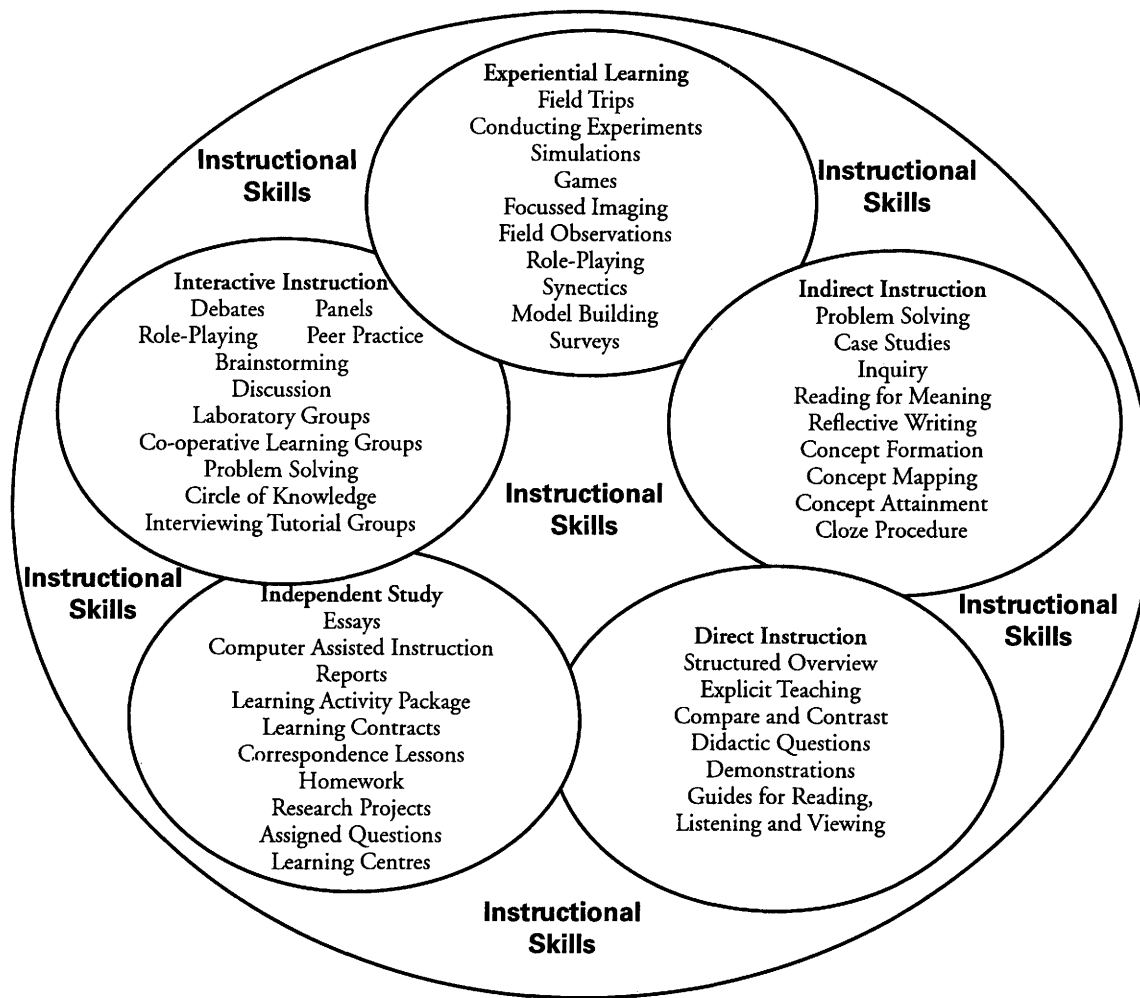
Effective teaching includes the examination of issues and controversial topics, and the consideration of their ethical dimensions. Atlantic Canada in the Global Community encourages sensitivity by the teacher to cultural diversity, to consideration of opposing points of view, respect for well-supported positions, and a commitment to social responsibility. Teachers can facilitate the examination of mainstream and contributing cultures in Atlantic Canada.

Effective social studies teaching and learning are resource based. Teachers and students of Atlantic Canada in the Global Community can integrate information drawn from local and regional community resources; a variety of print, visual, and audio texts; information technologies (e.g., interactive software, the Internet, computer-generated and other databases); and from models and other three-dimensional representations.

Effective social studies teaching structures the environment to support all students as active participants in a community of learners. Effective teachers encourage talk, collaboration, debate, reflection, application, and action as students construct and integrate new meanings with previous understandings.

Effective teaching is an eclectic and empowered professional practice. The teacher, as an instructional decision-maker, selects from an array of instructional approaches in accordance with sound educational criteria. There is no one best method, rather, there is a method that is most effective in a particular situation, for a definite purpose, and with certain resources available.

Instructional Approaches



Source: Quoted in *A Curriculum Framework for Social Studies: Navigating the Future*, (1993, p. 58).

Adapted from Saskatchewan Education (1991), *Instructional Approaches: A Framework for Professional Practice*. Regina, SK: Saskatchewan Education, Government of Saskatchewan.

Assessment and Evaluation

Introduction

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgements or decisions based upon the information gathered.

Assessment and evaluation are essential components of teaching and learning social studies. Without effective assessment and evaluation it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses, such as

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting the needs of guidance and administrative personnel

Assessment

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information including, but not limited to,

- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questions
- performance assessments
- peer assessments and self-assessments
- case studies
- interviews
- essay writing
- oral and multimedia presentations
- research

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It consists primarily of questioning, collecting pertinent data, and organizing and analysing such data to determine student progress and performance in relation to learning outcomes. The process is essentially a cycle, as outlined in the preceding diagram, which can be entered into at any point and revisited as necessary. Effective evaluation will provide essential information both to teachers and students on the effectiveness of the teaching; the value of program content in relation to students needs, progress, strengths and weaknesses; and the future direction of teaching and learning.

Effective and continuous evaluation is crucial to the successful teaching of Atlantic Canada in the Global Community. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose.

Pre-instructional assessment is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continually.

Formative assessment is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made. Formative assessment may be conducted by the teacher, or by the students themselves as they assess their own learning.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used to report the degree to which curriculum outcomes have been achieved.

Instruction and evaluation are centred around outcomes. Not only are outcomes used in providing structure for teaching and learning, but they also provide a framework for assessment and evaluation. However, in any social studies classroom there should be a balanced approach to assessment ensuring that emphasis is given to the learning process as well as the products of learning.

There should be a congruence between what is taught, and how it is taught and the emphasis in the evaluation process. Social Studies educators should recognize that "... quality programming and instruction are neither content based nor process based, but a wise mixture of both." (Frost 1989, 11)

Process outcomes identify the skills that students develop as they come to know, be able to do, and to value. The emphasis in teaching shifts from a passing on of the *what* to the *how*—the process by which it is acquired and utilized. Students are taught to find information, to become autonomous thinkers, and to use knowledge to solve new problems and make decisions for themselves.

The product can be thought of as the *what* of learning. The *what* is that which students should know and value. The *what* is articulated in outcomes, which are the base for a program, a course, or a theme of study.

The process is also designed to develop the affective outcomes where students can begin to consider their own personal values, and teachers can help them develop the capabilities and processes they need in order to clarify those values. In fact, the process of having students experience activities and clarify their own values might be the product the teacher is trying to achieve.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. *Principles for Fair Student Assessment Practices for Education in Canada* (Centre for Research in Applied Measurement and Evaluation 1993) articulates five basic assessment principles:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment of strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment, which ensures that

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

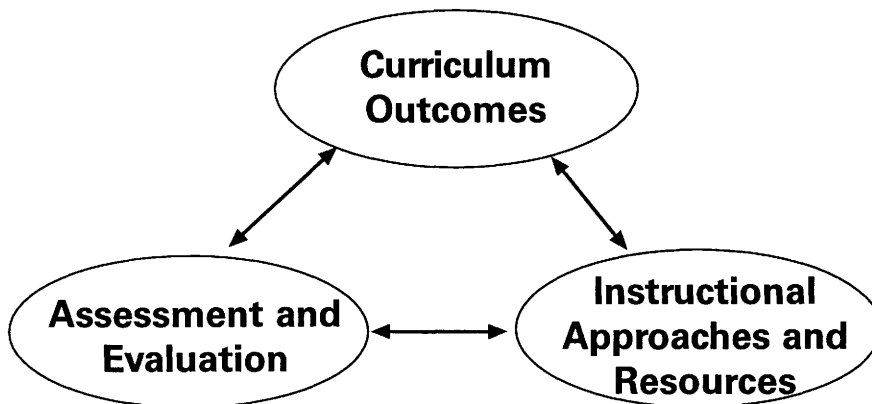
While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Evaluating Curriculum Outcomes

There is congruence between the emphasis on product and process in the Atlantic Canada in the Global Community course and this must be reflected in the emphasis on product and process in the evaluation of student learning. In other words, students should be evaluated the way they are taught. A program that relies heavily upon transactional approaches (active learning), for example, should not primarily make use of transmissional approaches (passive learning) in evaluating student achievement of curriculum outcomes.

Students are required to complete all five themes and attempt all specific curriculum outcomes in each theme. Effort has been made to provide a sufficient number of learning outcomes in each cognitive level to provide for teacher discretion in instructional planning—teachers may not have enough instructional time in the year to complete all the learning outcomes. A sufficient number of learning outcomes for each specific curriculum outcome should be evaluated until teachers are satisfied that their students in their particular classes have understood the specific curriculum outcome. The selection of learning outcomes should include a variety of (K), (A), and (I) designations.

Contexts for Learning and Teaching



Resources

Authorized Resources

Breakwater Education Consortium. *Atlantic Canada in the Global Community*, St. John's, NF: Breakwater Books/Prentice-Hall Ginn, 1997.

Breakwater Education Consortium *Atlantic Canada in the Global Community: Teachers' Resource*. St. John's, NF: Breakwater Books/Prentice-Hall Ginn, 1998.

The design and implementation of this course provides for the authorized resource to be foundational only. Students will enjoy greater success in learning if they and their teacher view the authorized resource as the first of many. The text and the teacher resource contain numerous references to other resources. The course lends itself to utilizing community resources such as citizens, artifacts, and public records. Newer technologies such as software programs, CD-ROMs, and the Internet can be maximized.

Professional Resources

Alladin, M. Ibrahim. *Racism in Canadian Schools*. Toronto: Harcourt, Brace & Co., 1996.
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Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.
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- Rogers, S., J. Ludington and S. Graham. *Motivation and Learning*. Evergreen Colorado: Peak Learning Systems, 1997.
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ISBN: 1-56090-112-8
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A listserv for teachers of Atlantic Canada in the Global Community has been set-up by the Nova Scotia Department of Education and Culture. This listsev is open to all teachers of this course in Atlantic Canada. It can provide an opportunity for teachers to share resources, information, learning and assessment strategies, and anything pertinent to this curriculum. Teachers may subscribe through the Nova Scotia Department of Education and Culture Web site (<http://www.ednet.ns.ca>). Once subscribed, teachers can direct their e-mail to atlantic-studies@ednet.ns.ca.

