

# Social Studies 4–6 Streamlined Curriculum

Social Studies 4			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
<p><b>Social Studies 4 <u>Skills</u> and <u>Strategies</u></b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>demonstrate/organize data with visual representation</li> <li>investigate</li> <li>examine</li> <li>compare and contrast</li> <li>make decisions</li> <li>strategies to gather information</li> <li>make predictions</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>write personal narratives</li> <li>interview</li> <li>use communication technology</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>contribute to discussions</li> <li>work collaboratively in groups to investigate</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>all people (including themselves) are explorers</li> <li>there are many different types of exploration</li> <li>exploring is about curiosity, problem solving, creativity, and innovation</li> </ul>	<p><b>Outcome 1</b></p> <p>Students will examine the concept of exploration.</p>	<ul style="list-style-type: none"> <li>Share and discuss personal experiences of exploration. (Com, CT)</li> <li>Categorize a range of personal experiences in relation to exploration. (CI, CT)</li> <li>Investigate explorers within the local community. (CZ, Com, CT)</li> <li>Reflect upon why we explore. (Com, CT, PCD)</li> <li>Reflect upon how we explore. (Com, CI, CT, PCD)</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>What motivated (caused) the explorer to explore?</li> <li>What were the consequences of the exploration?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we know exploration has taken place?</li> </ul>

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

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<p><b>Skills</b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>formulate questions for inquiry</li> <li>organize data using visual and written representations</li> <li>compile data to identify patterns and relationships among data</li> <li>examine</li> <li>infer ideas</li> <li>compare and contrast</li> <li>synthesize facts</li> <li>identify issues</li> <li>interpret and analyze observations for use as data, text and graphic organizers</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>use communication technology</li> <li>read for information</li> <li>interview communicate orally</li> <li>organize and represent information</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>Work collaboratively</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>explorers face and overcome challenges</li> <li>exploration encourages innovation</li> <li>students should understand that there are three primary motivations for exploration: economics, power, and knowledge</li> </ul>	<p><b>Outcome 2</b></p> <p>Students will examine the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, and Mi'kmaq, and additional cultures, of land, ocean, space, and ideas.</p>	<ul style="list-style-type: none"> <li>Compare different types of explorations. (Com, CI, CT, TF)</li> <li>Investigate the motivations for various explorers. (Com, CI, CT, PCD)</li> <li>Infer the risks and challenges faced by explorers. (Com, CI, CT)</li> <li>Examine the relationship between exploration and innovation. (CZ, CI, CT)</li> </ul>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Was this exploration significant? Why or why not?</li> </ul> <p><b>Perspectives</b></p> <ul style="list-style-type: none"> <li>How might this person have thought about his or her journey of exploration?</li> <li>Within an exploration story, whose perspective is missing? Why do you think perspective is missing?</li> <li>Do we think of the exploration in the same terms today? Why might this be?</li> </ul> <p><b>Importance</b></p> <ul style="list-style-type: none"> <li>Was the exploration of this location of particular geographic importance? If so, in what way?</li> </ul> <p><b>Interactions and Associations</b></p> <ul style="list-style-type: none"> <li>How did human actions and environmental factors influence each other?</li> </ul>

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<ul style="list-style-type: none"> <li>students should know exploration stories of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures</li> </ul>			
<p><b>Skills</b></p> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>organize data using visual and written representations</li> <li>organize and represent information</li> <li>deduce</li> <li>synthesize facts</li> <li>formulate questions for inquiry</li> <li>identify issues</li> <li>interpret and analyze observations for data, text and graphic organizers</li> <li>create, organize, and compile data to identify patterns and relationships among data</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>listen and respond critically</li> <li>use communication technology</li> <li>read for information</li> <li>interview</li> <li>communicate orally</li> </ul> <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>work collaboratively</li> </ul>	<p><b>Outcome 3</b></p> <p>Students will examine the impact of exploration.</p>	<ul style="list-style-type: none"> <li>Explore the consequences of exploration (e.g., environment, technology, communities, ideas) on people and physical environments (CZ, Com, CT, TF)</li> <li>Recognize that exploration leads to change in peoples' views and attitudes (CI, CT, PCD)</li> <li>Evaluate the impact of a modern natural resource exploration on physical environments (with a focus on Aboriginal perspectives) (CZ, Com, CT, TE)</li> </ul>	<p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>How did a particular exploration lead to changes in peoples' attitudes or views?</li> </ul> <p><b>Significance</b></p> <ul style="list-style-type: none"> <li>What explorations were particularly significant and why?</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>What were the consequences of a particular exploration?</li> <li>Were there unexpected consequences?</li> </ul>

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<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>all exploration has consequences (impacts) both positive and negative</li> <li>exploration changes our understanding of our world</li> <li>Aboriginal perspective on the impact of resource exploration on the physical environment</li> </ul>			
<p><b>Skills</b></p> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>examine</li> <li>organize data using visual and written representations</li> <li>interpret maps</li> <li>develop strategies to gather and record information, formulate ideas for research, investigate, synthesize and classify information</li> <li>interpret photographs</li> <li>deduce information from text</li> <li>formulate questions for inquiry and ideas</li> <li>make choices, compare and contrast, take a stand</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>interview</li> <li>communicate and express ideas in small-group and class discussions</li> <li>use communication technology</li> <li>read for information</li> </ul>	<p><b>Outcome 4</b></p> <p>Students will examine the relationship between humans and the physical environment.</p>	<ul style="list-style-type: none"> <li>Explore different types of physical environments, which can include mountains, rivers, islands, and oceans. (Com, CT)</li> <li>Gather information on how humans interact with the physical environment (with a focus on Canadian Aboriginal perspective). (CT, TF)</li> <li>Question the impact that humans have on the environment. (CZ, Com, CT, TF)</li> <li>Explore how the physical environment impacts where people live and how they live. (CZ, Com, CI, CT, TF)</li> </ul>	<p><b>Geographic Interactions and Associations</b></p> <ul style="list-style-type: none"> <li>How do humans impact the environment?</li> <li>How does the environment impact where people live, how they live, and how they meet the challenges posed by the environment?</li> </ul> <p><b>Constancy and Change</b></p> <ul style="list-style-type: none"> <li>How has the physical environment changed over time and how has it remained the same?</li> </ul>

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<p>Participation</p> <ul style="list-style-type: none"> <li>develop and carry out an action plan with classmates</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>the physical environment affects the way we live and provides the means to live</li> <li>people need to be sensitive to the impacts they have on their physical environment</li> <li>Aboriginal perspective on the relationship between humans and the physical environment</li> </ul>			
<p><b>Skills</b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>organize data with visual representations</li> <li>interpret maps</li> <li>strategies to gather and record information</li> <li>formulate ideas for research,</li> <li>investigate, synthesize and classify information</li> <li>interpret photographs</li> <li>deduce information from text and imagery</li> <li>formulate questions for inquiry</li> <li>make decisions to compare and contrast</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>communicate and express ideas in small-group and class discussions</li> <li>use communication technology</li> <li>read for information</li> </ul>	<p><b>Outcome 5</b></p> <p>Students will investigate the physical landscape of Canada.</p>	<ul style="list-style-type: none"> <li>Examine the climate, vegetation, and natural resources found in each physical region of Canada. (CI, CT, Com, TF)</li> <li>Interpret geographic features by reading maps of Canada. (Com, CI, CT, TF)</li> <li>Interpret print and digital photographs to gain an understanding of the varied geographical features of Canada. (Com, CT, TF)</li> </ul>	<p><b>Geographic Importance</b></p> <ul style="list-style-type: none"> <li>What are some physical geographic characteristics that would determine the importance or value of a particular physical region?</li> </ul>

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Participation <ul style="list-style-type: none"> <li>work collaboratively</li> </ul> <b>Concepts</b> <ul style="list-style-type: none"> <li>have an understanding of the varied geographic features of Canada</li> <li>develop an understanding of the concept of a region; begin to use location, direction, distance, and size</li> </ul>			
<b>Skills</b> Inquiry <ul style="list-style-type: none"> <li>explore</li> <li>synthesize facts, interpret videos and maps</li> <li>explain criteria</li> <li>formulate questions for inquiry and conduct interviews</li> <li>gather and analyze information</li> <li>interpret photographs and maps</li> <li>deduce information from text</li> <li>make decisions</li> <li>compare and contrast</li> </ul> Communication <ul style="list-style-type: none"> <li>present findings of inquiry process, and use communication technology</li> </ul> Participation <ul style="list-style-type: none"> <li>work collaboratively with peers</li> </ul>	<b>Outcome 6</b> Students will explore the political landscape of Canada, inclusive of First Nation governance.	<ul style="list-style-type: none"> <li>Communicate an understanding of the role of elections to form a government. (CZ, Com, CI, PCD, TF)</li> <li>Examine Band Governance in Canada. (CZ, Com, CT, PCD)</li> <li>Discuss how Canada’s provinces and territories are represented in a central federal government. (CZ, Com, CT, TF)</li> <li>Investigate, collaboratively, the responsibilities of the federal government. (CZ, Com, CT, PCD)</li> </ul>	<b>Change and Continuity</b> <ul style="list-style-type: none"> <li>What are some old laws that may not be needed anymore?</li> <li>What are some new laws that may need to be added?</li> <li>What are some laws that have remained the same over time?</li> </ul>

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<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>▪ Canada is a country comprised of provinces and territories. This concept needs to be integrated into an understanding of Canada and its federal system of government.</li> <li>▪ Canada has a central, federal government.</li> <li>▪ The Federal government makes decisions and laws for the entire country in areas for which it has responsibility.</li> <li>▪ First Nation communities have a band governance structure.</li> </ul>			
	<p><b>Literacy Outcome</b></p> <p>Students will apply literacy learning in social studies by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>		

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<p><b>Social Studies 5 <u>Skills</u> and <u>Strategies</u></b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>▪ <b>form questions</b></li> <li>▪ <b>compare and contrast</b></li> <li>▪ <b>make decisions</b></li> <li>▪ <b>strategies to gather information</b></li> <li>▪ <b>predict</b></li> <li>▪ gather historical information from primary and secondary sources and interviews</li> <li>▪ <b>investigate</b></li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>▪ organize data with visual representation</li> <li>▪ communicate the interpretation of primary source artefacts</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>▪ contribute to discussions</li> <li>▪ <b>work collaboratively</b> in groups</li> <li>▪ make presentations</li> </ul> <p><b>Concept</b></p> <ul style="list-style-type: none"> <li>▪ history is often constructed through the discovery and interpretation of primary sources and oral histories</li> </ul>	<p><b>Outcome 1</b></p> <p>Students will develop an understanding of how we learn about the past with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq and additional cultures.</p>	<ul style="list-style-type: none"> <li>▪ Communicate understandings about primary source artefacts (origin, materials made from, possible uses, and who used them). (Com, CI, CT, TF)</li> <li>▪ Discuss why we learn about the past. (Com, CI, CT)</li> <li>▪ Investigate the role of oral storytellers, Elders, archaeologists, and historians to help us learn about the past. (Com, CI, CT, PCD)</li> <li>▪ Reflect on differences between the present and the past. (Com, CI, CT)</li> </ul>	<p><b>Historical Evidence</b></p> <ul style="list-style-type: none"> <li>▪ What do primary sources, including oral histories, tell us about the history of a place and/or people?</li> </ul>

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<p><b>Skills</b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>▪ <b>examine</b></li> <li>▪ <b>form questions</b> about geography, climate, and vegetation</li> <li>▪ <b>compare and contrast</b></li> <li>▪ <b>make decisions</b></li> <li>▪ <b>strategies to gather information</b></li> <li>▪ <b>predict</b> change</li> <li>▪ gather geographic information using maps; locate points, places, and landforms on maps</li> <li>▪ <b>infer</b></li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>▪ organize data with visual representation</li> <li>▪ draw and interpret maps</li> <li>▪ describe location</li> <li>▪ use technology to communicate findings</li> <li>▪ describe physical characteristics of a region, read for information, interpret videos and maps, communicate orally</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>▪ contribute to discussions about locations and features of a particular location</li> <li>▪ <b>work collaboratively</b> in groups to investigate</li> </ul>	<p><b>Outcome 2</b></p> <p>Students will examine how environment influenced the development of an ancient society.</p>	<ul style="list-style-type: none"> <li>▪ Examine how a geographic feature(s) was/were essential to the development of an ancient society. (Com, CI, CT, TF)</li> <li>▪ Form questions concerning climate, vegetation, and how the environment impacts human settlement. (Com, CI, CT, TF)</li> <li>▪ Infer why physical landscapes were so essential to life in ancient societies. (Com, CI, CT)</li> </ul>	<p><b>Geographic Importance</b></p> <ul style="list-style-type: none"> <li>▪ Why is a particular location important?</li> <li>▪ What geographic feature(s) of a particular location make the location habitable and why?</li> </ul> <p><b>Historical Evidence</b></p> <ul style="list-style-type: none"> <li>▪ What evidence shows influence of environment on lifestyle?</li> <li>▪ What evidence shows the influence of lifestyle on the environment?</li> </ul>

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<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>societies often developed in locations that were advantageous</li> <li>geographic feature(s) influenced the development of the society environment influenced the lifestyle of the society</li> </ul> <p><i>Note: Teachers can choose an ancient society from anywhere in the world.</i></p>			
<p><b>Skills</b></p> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>form questions about historical and geographic inquiry</li> <li>compare and contrast</li> <li>make decisions</li> <li>strategies to gather information</li> <li>predict</li> <li>gather geographic information</li> <li>interpret artefacts</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>organize data with visual representation</li> <li>use technology</li> <li>present findings of an inquiry</li> </ul> <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>contribute to discussions about locations and features of a particular location</li> <li>work collaboratively in groups to investigate</li> </ul>	<p><b>Outcome 3</b></p> <p>Students will demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada.</p>	<ul style="list-style-type: none"> <li>Explore how artifacts provide information on the diversity of First Nations and Inuit cultures and societies. (This must be a First Nations perspective on artifacts—elaboration.) (Com, CI, CT)</li> <li>Use primary and secondary sources to examine the diversity of First Nations and Inuit societies, in what later became Canada. (Com, CI, CT)</li> <li>Investigate how First Nations and Inuit societies developed in relation to the diverse physical and geographic regions of Canada. (Com, CI, CT, TF)</li> </ul>	<p><b>Geographic Importance</b></p> <ul style="list-style-type: none"> <li>How did environment influence the lives of First Nations and Inuit societies?</li> </ul> <p><b>Evidence and Interpretation</b></p> <ul style="list-style-type: none"> <li>How do the clothing, dwellings, food, and tools of First Nations and Inuit societies show the influence of their environment?</li> </ul>

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<p><b>Concept</b></p> <ul style="list-style-type: none"> <li>there were and continues to be diverse First Nations and Inuit societies across Canada</li> </ul>			
<p><b>Skills</b></p> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>examine</li> <li>form questions about historical and geographic inquiry</li> <li>compare and contrast</li> <li>make decisions</li> <li>strategies to gather information</li> <li>predict</li> <li>interpret artefacts</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>organize data with visual representation</li> <li>use technology</li> <li>present findings of an inquiry</li> </ul> <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>contribute to discussions about locations and features of a particular location,</li> <li>work collaboratively in groups to investigate</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>social structure influenced decision making in First Nations and Inuit societies</li> </ul>	<p><b>Outcome 4</b></p> <p>Students will examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada.</p>	<ul style="list-style-type: none"> <li>Examine social structures in First Nations and Inuit societies. (Com, CI, CT)</li> <li>Investigate the decision-making practices of First Nations and Inuit societies in what later became Atlantic Canada. (CZ, Com, CI, CT, TF)</li> <li>Discuss how social structure within First Nations influenced decision making. (Com, CI, CT, CZ)</li> </ul>	<p><b>Interactions and Associations</b></p> <ul style="list-style-type: none"> <li>How does a First Nations or Inuit social structure influence the society's decision making?</li> </ul>

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<p><b>Skills</b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>▪ <b>examine</b></li> <li>▪ <b>investigate</b></li> <li>▪ <b>form questions</b> about historical and geographic information, climate, and vegetation</li> <li>▪ <b>compare and contrast</b></li> <li>▪ <b>make decisions</b></li> <li>▪ <b>strategies to gather information</b></li> <li>▪ <b>predict</b></li> <li>▪ gather geographic and historic information using maps</li> <li>▪ <b>interpret</b> artefacts</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>▪ organize data with visual representation</li> <li>▪ organize and represent information</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>▪ contribute to discussions about locations and features of a particular location</li> <li>▪ <b>work collaboratively</b> in groups to investigate</li> <li>▪ make class presentations</li> </ul>	<p><b>Outcome 5</b></p> <p>Students will examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada.</p>	<ul style="list-style-type: none"> <li>▪ Investigate reasons why the British and French settled in Atlantic Canada (CZ, Com, CI, CT)</li> <li>▪ Examine the changing social structures of the British and French in Atlantic Canada (Com, CI, CT)</li> <li>▪ Investigate British and French colonial rivalries in Atlantic Canada (inclusive of Acadians) (Com, CI, CT)</li> <li>▪ Examine the relationships the English had with First Nations and Inuit of Atlantic Canada (CZ, Com, CI, CT)</li> <li>▪ Examine the relationship the French had with the First Nations and the Inuit of Atlantic Canada (CZ, Com, CI, CT)</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>▪ Why did the British and French come to Atlantic Canada?</li> <li>▪ What were the consequences of their coming to Atlantic Canada on First Nations and Inuit societies?</li> </ul> <p><b>Historical Evidence</b></p> <ul style="list-style-type: none"> <li>▪ What evidence do we have of British and French presence in Atlantic Canada? What evidence do we have of the impact of British and French presence in Atlantic Canada on First Nation and Inuit societies?</li> </ul>

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<b>Concepts</b> <ul style="list-style-type: none"> <li>▪ environment and changing social structures influenced early British and French settlers in Atlantic Canada</li> <li>▪ both beneficial and adversarial relationships developed between British and French settlers and First Nations and Inuit peoples</li> <li>▪ factors that influenced where settlers chose to settle</li> <li>▪ interactions between the British and French and the Inuit, Innu, Beothuk, Mi'kmaq, and Wolastoqiyik</li> </ul>			
	<b>Literacy Outcome</b> Students will apply literacy learning in social studies by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.		

Social Studies 6			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
<p><b>Social Studies 6 <u>Skills</u> and <u>Strategies</u></b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>▪ explore</li> <li>▪ classify</li> <li>▪ investigate</li> <li>▪ interpret primary source artifacts and secondary sources</li> <li>▪ form questions and sub-questions about how cultures are transmitted from generation to generation</li> <li>▪ compare and contrast</li> <li>▪ make decisions</li> <li>▪ strategies to gather information</li> <li>▪ predict</li> <li>▪ gather historical information from primary and secondary sources</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>▪ prepare persuasive arguments</li> <li>▪ present findings of inquiry process</li> <li>▪ use communication technology</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>▪ contribute to discussions about the demonstration of culture</li> </ul> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>▪ certain factors can shape culture</li> <li>▪ elements of culture are classified as material or non-material</li> </ul>	<p><b>Outcome 1</b></p> <p>Students will explore the concept of culture and demonstrate an understanding of its role in their lives, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.</p>	<ul style="list-style-type: none"> <li>▪ Classify elements of culture as material or non-material. (Com, CT, TF)</li> <li>▪ Explore the role of culture in their lives. (CZ, Com, CI, CT, TF)</li> <li>▪ Identify factors that shape culture. (Com, CI, CT)</li> <li>▪ Investigate how culture is passed on from generation to generation. (CZ, Com, CI, CT, TF)</li> </ul>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>▪ How does culture shape and influence our lives?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>▪ How do artifacts help inform us of culture?</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>▪ How is culture maintained and changed over time?</li> </ul>

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

Social Studies 6			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
<p><b>Skills</b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>▪ analyze</li> <li>▪ examine</li> <li>▪ identify</li> <li>▪ interpret primary and secondary sources</li> <li>▪ form questions and sub-questions regarding the importance of cross-cultural understanding</li> <li>▪ compare and contrast</li> <li>▪ make decisions</li> <li>▪ strategies to gather information</li> <li>▪ predict</li> <li>▪ gather historical information from primary and secondary resources</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>▪ prepare persuasive arguments</li> <li>▪ present findings of inquiry process</li> <li>▪ use communication technology</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>▪ contribute to discussions about the demonstration of culture</li> </ul>	<p><b>Outcome 2</b></p> <p>Students will analyze the importance of cross-cultural understanding inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.</p>	<ul style="list-style-type: none"> <li>▪ Discuss the importance of cross-cultural understanding, and the consequences of its absence. (CZ, CI, CT, PCD, TF)</li> <li>▪ Examine the concept of stereotypes and the extent to which the mass media stereotype different cultural groups. (CZ, Com, CI, CT, TF)</li> <li>▪ Identify actions that are being taken to improve cross-cultural understanding (national, global) and begin to explore actions that can be and are being taken at the local level. (CZ, Com, CI, CT, TF)</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>▪ What is the consequence of not having cross-cultural understanding?</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>▪ Why is it important to understand cultural perspectives?</li> </ul>

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Social Studies 6			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>the impact of cross-cultural understanding or a lack of cross-cultural understanding</li> <li>stereotypes/stereotyping</li> <li>actions that are being taken to improve cross-cultural understanding (local, national, global)</li> <li>what it is to be a treaty person</li> </ul>			
<p><b>Skills</b></p> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>compare</li> <li>explore</li> <li>recognize</li> <li>identify</li> <li>form questions about historical, cultural, and geographic information, climate, and vegetation</li> <li>compare and contrast</li> <li>make decisions</li> <li>strategies to gather information</li> <li>predict</li> <li>gather geographic and historic information using maps</li> <li>form questions for inquiry and research</li> <li>interpret artefacts</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>use technology</li> <li>organize and represent information</li> </ul>	<p><b>Outcome 3</b></p> <p>Students will compare the use of resources and sustainability practices between Canada and a selected country.</p>	<ul style="list-style-type: none"> <li>Explore sustainability practices in Canada, inclusive of Aboriginal perspectives. (CZ, Com, CI, CT, TF)</li> <li>Recognize similarities and differences in sustainability practices between Canada and another country. (CZ, Com, CI, CT, TF)</li> <li>Identify and explain reasons for different perspectives on the use of resources and sustainability practices. (CZ, Com, CI, CT, TF)</li> </ul>	<p><b>Interactions and Associations</b></p> <ul style="list-style-type: none"> <li>What role has culture played in sustainability practices in Canada?</li> </ul> <p><b>Patterns and Trends</b></p> <ul style="list-style-type: none"> <li>What are the factors that make Canada's sustainability practices different from another (selected) country?</li> </ul> <p><b>Evidence and Interpretation</b></p> <ul style="list-style-type: none"> <li>What would cause one country to have different views on the use of resources and sustainability practices in another country?</li> </ul>

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Social Studies 6			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
<p>Participation</p> <ul style="list-style-type: none"> <li>▪ contribute to discussions about locations and features of a particular location</li> <li>▪ <b>work collaboratively</b> in groups to investigate</li> <li>▪ present to the class</li> </ul> <p>Concepts</p> <ul style="list-style-type: none"> <li>▪ similarities and differences in the use of resources and sustainability practices between Canada and the selected country</li> <li>▪ reasons for different perspectives on the use of resources and sustainability practices</li> </ul>			

Social Studies 6			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
<p><b>Skills</b></p> <p>Inquiry</p> <ul style="list-style-type: none"> <li>▪ examine</li> <li>▪ explore</li> <li>▪ investigate</li> <li>▪ form questions about historical, cultural, and geographic information, climate, and vegetation</li> <li>▪ compare and contrast</li> <li>▪ make decisions</li> <li>▪ strategies to gather information</li> <li>▪ predict</li> <li>▪ gather geographic and historic information using maps</li> <li>▪ form questions for inquiry and research</li> <li>▪ interpret artefacts</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>▪ organize and represent information</li> </ul> <p>Participation</p> <ul style="list-style-type: none"> <li>▪ contribute to discussions about locations and features of a particular location</li> <li>▪ work collaboratively in groups to investigate</li> <li>▪ present to the class</li> </ul>	<p><b>Outcome 4</b></p> <p>Students will examine how traditions relate to culture in a region, inclusive of the traditions of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.</p>	<ul style="list-style-type: none"> <li>▪ Select, locate, and map cultural regions including examples of their major features. (Com, CI, CT, TF)</li> <li>▪ Explore how traditions, customs, and rituals influence a region's culture. (Com, CI, CT, TF)</li> <li>▪ Investigate to infer how cultural traditions are affected by change factors. (Com, CI, CT, TF)</li> <li>▪ Explore how cultural values and beliefs are reflected and preserved through language, literature, and oral tradition. (Com, CI, CT, TF)</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>▪ What role do traditions, customs, and rituals play in a selected culture?</li> <li>▪ How does language, literature, and oral language have on the preservation of cultural values and beliefs?</li> </ul>

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Social Studies 6			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>how spiritual traditions influence the region's culture</li> <li>how customs and rituals are reflected in the region's culture</li> <li>how change factors affect cultural traditions</li> </ul>			
<p><b>Skills</b></p> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li><b>examine</b></li> <li><b>explore</b></li> <li><b>interpret</b> primary source artifacts and secondary sources</li> <li><b>form questions</b> and sub-questions about human rights issues</li> <li><b>compare and contrast</b></li> <li><b>make decisions</b></li> <li>strategies to gather information</li> <li><b>predict</b></li> <li><b>gather information</b> from primary and secondary sources</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>prepare persuasive arguments</li> <li>present findings of inquiry process</li> <li>use communication technology</li> </ul> <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>contribute to discussions about human rights issues</li> </ul>	<p><b>Outcome 5</b></p> <p>Students will examine selected examples of child rights issues around the world inclusive of Aboriginal human rights issues in Canada.</p>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Explore and give examples of the rights included in the United Nations Declaration of the Rights of the Child and UN Declaration of Rights of Indigenous Peoples. (CZ, Com, CI, CT, TF)</li> <li>Form questions about and investigate selected child rights issues, inclusive of Aboriginal human rights issues. (CZ, Com, CI, CT, TF)</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>What artifacts/evidence would you need to collect to provide examples of child rights issues?</li> </ul> <p>For example:</p> <p>Truth and Reconciliation Commission residential schools—<i>Witness Blanket</i> contemporary issues around reserves and land</p>

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Social Studies 6			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>examples of rights included in the United Nations Declaration of the Rights of the Child</li> <li>examples of rights included in the United Nations Universal Declaration of Human Rights</li> <li>examples of human rights issues related to rights of children</li> <li>examples of selected examples of current human rights abuses</li> </ul>			
<p><b>Skills</b></p> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li><b>examine</b></li> <li><b>interpret</b> primary source artifacts and secondary sources</li> <li><b>form questions</b> and sub-questions about active citizenship and the responsibilities of a global citizen</li> <li><b>compare and contrast</b></li> <li><b>make decisions</b></li> <li>strategies to gather information</li> <li><b>predict</b></li> <li><b>gather information</b> from primary and secondary sources</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>prepare persuasive arguments</li> <li>present findings of inquiry process</li> <li>use communication technology</li> </ul>	<p><b>Outcome 6</b></p> <p>Students will take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens.</p>	<ul style="list-style-type: none"> <li>Examine the importance of the rights and responsibilities of being an active global citizen. (CZ, Com, CT, PCD, TF)</li> <li>Examine various perspectives to support a position on a local/national/international issue. (CZ, Com, CT, PCD, TF)</li> <li>Plan and take age-appropriate actions to address local/national/international problems or issues. (CZ, Com, CI, CT, PCD, TF)</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>How can our actions create positive change in our communities?</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>Why is it important to exercise both our rights and responsibilities as active global citizens?</li> </ul>

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Social Studies 6			
Skills and Concepts	Outcomes	Performance/Assessment Indicators	Guiding Questions and Focus
Participation <ul style="list-style-type: none"> <li>▪ contribute to discussions about active global citizenship</li> </ul> Concepts <ul style="list-style-type: none"> <li>▪ explain the rights and responsibilities of being a global citizen</li> <li>▪ support a position on a local/national/international issue after considering various perspectives</li> </ul>			
	<b>Literacy Outcome</b> Students will apply literacy learning in social studies by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.		