



Learning

Outcomes

Framework

May 2004

Social Studies
Grades 7–9

**Learning Outcomes Framework
Social Studies**

Grades 7–9

Draft

Grade 7 (Draft)

General Curriculum Outcomes

Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

People, Place, and Environment

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

Interdependence

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Specific Curriculum Outcomes

Students will be expected to

Note: The specific curriculum outcomes for social studies listed below are draft outcomes. They are provided for your information only. Until this new curriculum is implemented the current curriculum is to be followed.

Unit One: Introduction

- explore the general concept of empowerment

Unit Two: Economic Empowerment

- investigate the various ways that economics empowers or disempowers people
- analyse how commodities for economic empowerment have changed
- identify and analyse trends that could impact future economic empowerment

Unit Three: Political Empowerment

- evaluate the conditions of everyday life for diverse peoples living in British North America in the mid 1800s, including Aboriginal peoples, African-Canadians and Acadians
- analyse how the struggle for responsible government was an issue of political empowerment and disempowerment
- identify, interpret and analyse the internal and external factors that led to Confederation
- explain the political structure of Canada as a result of Confederation

Unit Four: Cultural Empowerment

- explain how the expansion and development of Canada during the 1870s and early 1880s affected its various people and regions
- analyse the events of the Northwest Rebellion to determine its impact on internal relations in Canada
- analyse the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period
- analyse the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914

General Curriculum Outcomes Specific Curriculum Outcomes**Time, Continuity, and Change**

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Students will be expected to

Unit Five: Societal Empowerment

- evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century
- describe the impact of the Industrial Revolution on industry and workers in the Maritimes and across Canada
- explain how women became more empowered through their role in the social reform movements of the late 19th and early 20th century

Unit Six: National Empowerment

- identify and describe events in the early 20th century that led Canada toward independence
- explain Canada's participation in WWI
- demonstrate an understanding of the impact of WWI on Canada and her people

Unit Seven: Summative

- portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 1920

Grade 8 (Draft)

General Curriculum Outcomes

Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

People, Place, and Environment

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

Interdependence

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Specific Curriculum Outcomes

Students will be expected to

Note: The specific curriculum outcomes for social studies listed below are draft outcomes. They are provided for your information only. Until this new curriculum is field-tested, piloted, and implemented, the current curriculum is to be followed.

Unit One: Introduction

- research how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, people-citizenship, history, challenges, and opportunities

Unit Two: Geographic Influences

- demonstrate an understanding of the basic features of Canada's landscape and climate
- analyse the effects of selected geographic factors on Canadian identity
- demonstrate an understanding of the nature and impact of migration in post-1920 Canada
- compare their understanding of Canada's response to its geographic challenges and opportunities to that of a selected country with geographic features similar to Canada's

Unit Three: Influences and Interactions

- analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in the 1920s and 1930s
- demonstrate an understanding of Canada's participation in WWII
- demonstrate an understanding of the impact of WWII on Canada and her people
- demonstrate an understanding of Canada's role in the world since WWII
- analyse the impact of changing technology and socio-economic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s
- compare and contrast the social and cultural trends of the 1950s, 1960s, and 1970s
- demonstrate an understanding of how globalization has affected Canada and Canadians since 1980

General Curriculum Outcomes Specific Curriculum Outcomes**Time, Continuity, and Change**

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Students will be expected to

Unit Four: Citizenship

- demonstrate an understanding of the rights and responsibilities of citizenship (local, national, and global)
- demonstrate an understanding of how citizenship has evolved over time
- demonstrate an understanding of the Canadian federal system and the structure and operation of Canadian government

Unit Five: Challenges and Opportunities

- identify and analyse the economic challenges and opportunities for Canada's future
- identify and analyse the political challenges and opportunities for Canada's future
- identify and analyse the social and cultural challenges and opportunities for Canada's future

Unit Six: Summative

- portray and celebrate their understanding of Canadian identity

Grade 9

General Curriculum Outcomes Specific Curriculum Outcomes

Students will be expected to

Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

People, Place, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Interdependence

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

Theme One: Physical Setting

- 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

Theme Two: Culture

- 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 the 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

Theme Three: Economics

- 3.1 examine and explain the role that basic economic principles play in daily life
- 3.2 demonstrate an understanding of the role of economics in Atlantic Canadian society

General Curriculum Outcomes Specific Curriculum Outcomes

Time, Continuity, and Change

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Students will be expected to

- 3.3 evaluate the importance of economics in entrepreneurship
- 3.4 examine and explain the contribution of the primary, secondary, tertiary, and quaternary sectors of the economy of Atlantic Canada
- 3.5 analyse local, regional, and global economic patterns and related issues that are challenging Atlantic Canadians
- 3.6 identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities.

Theme Four: Technology

- 4.1 develop a concept of technology and explain its regional and global applications
- 4.2 examine and describe the historical application of technology in the Atlantic region
- 4.3 demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada
- 4.4 analyse how technology affects transportation and communications in the Atlantic region
- 4.5 examine and describe the effects of technology on manufacturing in the Atlantic region
- 4.6 analyse the effect of technology on resource industries in Atlantic Canada
- 4.7 evaluate the effects of technology on recreation, home life, and community life

Theme Five: Interdependence

- 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 access 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