



Canadian History 120

Canadian History 120

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations 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.

See Appendix 6.1.

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on the gender, culture, or socio-economic status of their students.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional indigenous views consider the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 6.2

Cross Curricular Literacy and Multilingual Language Learners

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day - in and out of school. All subject-area teachers support all learners' language development with content-area vocabulary development, academic language structures, and structured classroom conversations.

2.2 Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular, ongoing, and used to promote learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document while acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

● Questioning	● Projects and Investigations
● Observation	● Checklists/Rubrics
● Conferences	● Responses to texts/activities
● Demonstrations	● Reflective Journals
● Presentations	● Self and peer assessment
● Role plays	● Career Portfolios
● Technology Applications	● Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and used to promote learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process, adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the [Formative Assessment document](#) on the ONE site.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document while acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site [here](#).

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day—in and out of school.

3. Subject Specific Guidelines

3.1 Rationale and Course Description

This document is an updated version of the 1998 Canadian History 122 curriculum document. The 1998 course focused on constitutional history, social histories including women’s and labour histories, inclusion of First Nations histories, and multiculturalism. This course update continues the emphasis on social history, with a focus on civics and citizenship. The general time frames and chronological approach to the 1998 course have been maintained. Questions about who gets to be Canadian and why, changing visions of Canada to be more inclusive of diverse peoples and perspectives, and continued inquiry into what we can learn from Canada’s past to inform more just and equitable futures for all frame this course update.

Pedagogical considerations for Canadian History 12

Wabanaki Perspectives on Canadian History

Canadian history has often been taught nearly exclusively from the perspectives of European settlers and colonial leaders with the agency of Indigenous Peoples being confined to the margins or excluded entirely. When present in the narrative, Indigenous Peoples have been portrayed as the hapless victims of colonization or, in more racist readings, as the beneficiaries of the endless march of progress and civilization. Such readings of Canadian history are not only denigrating and racist toward Indigenous Peoples, they are also inaccurate. Educators are encouraged to seek out and include Indigenous perspectives, especially the perspectives of the Wabanaki Peoples when looking for resources and planning lessons. Educators are also encouraged to connect with Wabanaki Elders, educators, and knowledge keepers to ensure that Wabanaki perspectives are meaningfully included. Wabanaki Knowledge Keepers are available on the World of Wisdom Platform to virtually connect with classrooms across the province. For more information, and to book a session, please visit <https://world-of-wisdom.ca/portfolio/traditional-knowledge/>.

Lenses and biases

When looking for resources and planning lessons, please intentionally include diverse perspectives including those of Indigenous peoples, persons with disabilities, persons of different ethnicities, persons within the LGBTQI2S+ communities, persons of privilege, and persons living in poverty. In a history course, it is particularly important to consider how dominant ideologies shape historical

narratives. Experiences of the past are diverse and varied, whereas popular and public histories often offer singular views on experiences of the past, due to biases as well as the sources have been preserved and deemed worthy of preservation. The curriculum focus is on Canadian History. To develop the Sustainability and Global Citizenship competency, it is important to explore how the historical events highlighted within were experienced by many groups. Histories in this curriculum must be taught with particular attention to language and narratives that may be re-traumatizing to students.

Multilingual Language Learners

All learners require content vocabulary support. Language learners in particular will require content vocabulary support to engage meaningfully in this course. Teachers are encouraged to remember that all learners bring *funds of knowledge* to the classroom, and that students' additional and home languages are assets, not barriers. Please see *Appendix 6.3* on Culturally Responsive Teaching for teaching recommendations.

Digital Citizenship extensions

With student participation in digital spaces comes the need for Digital Citizenship education. Students who are conducting online research and participating in online learning will benefit from explicit media literacy instruction (how to trust digital sources and responsible research habits) as well as digital citizenship learning around what kinds of information are found in which spaces, and how that influences decision-making. Here are some recommended activities to enhance instruction in **Canadian History 120**:

- [Lateral Reading](#)
- [What Do Other Sources Say?](#)
- [Online Verification Habits](#)
- [Evaluating Videos](#)
- [Challenging Confirmation Bias](#)
- [Critical Digital Literacy Worksheets](#)
- [Digital Civics](#)

3.2 Curriculum Organizers and Outcomes

Organizers

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. These strands are elaborated upon in the Foundation for the Atlantic Canada Social Studies Curriculum document.

1. Citizenship, Governance, and Power:

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

2. Individuals, Societies, and Economic Decisions:

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

3. People, Place, and Environment:

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

4. Culture and Diversity:

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.

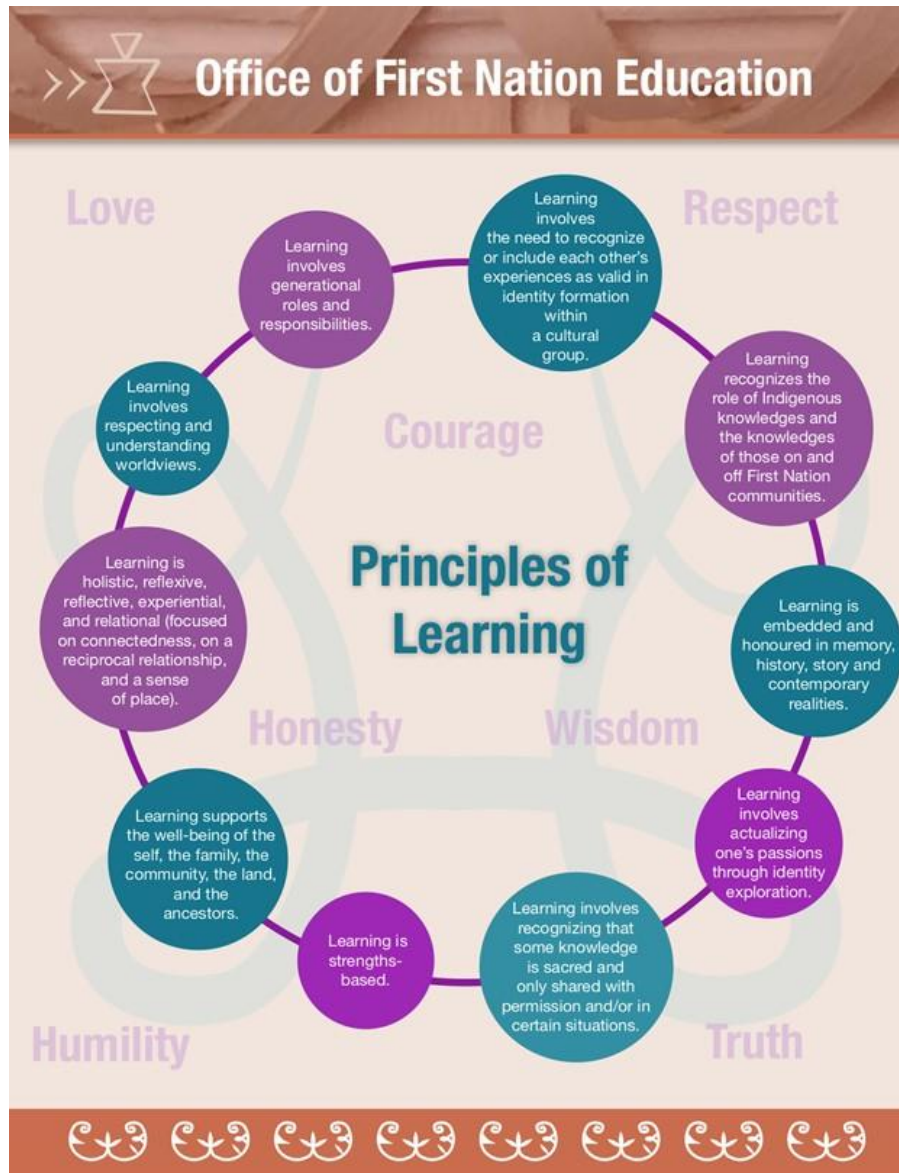
5. Interdependence:

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.

6. Time, Continuity and Change:

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

Indigenous Principles of Learning



The Indigenous Principles of Learning and Indigenous Ways of Knowing infographics are important frameworks for Social Studies educators to read and incorporate into their teaching. Understanding and respecting the differences and commonalities between Indigenous and Western perspectives on teaching and learning affirms all learners and educators in public schools.

“Indigenous ways of teaching and learning are relevant not only for Indigenous people, but for the education of all people... For instance, think of differentiated instruction, daily physical activity, outdoor education, place-based, experiential, embodied, or service learning—pick a pedagogical buzzword—and there is likely some root to be found in the ways that worked for Indigenous communities for millennia. So why not explore how the old ways could be the new way forward?” (Restoule, Jean-Paul and Chaw-win-is. “Old ways are the new way forward: How Indigenous pedagogy can benefit everyone”, the Canadian Commission for UNESCO’s IdeaLab, October 2017.)

Mi’kmaw, Peskotomuhkati, and Wolastoqey nations have occupied the territories presently known as Newfoundland, New Brunswick, Nova Scotia, Prince Edward Island, and parts of northern Maine and eastern Quebec for many thousands of years. These nations each have their own traditional institutions, borders, cultures, and languages. The Wabanaki Confederacy is an important regional organization that consists of the Peskotomuhkati, Mi’kmaw, Wolastoqey, Abenaki, and Penobscot nations. The Wabanaki nations have historically and generally continue to have individual forms of spirituality, systems of justice, education, economics, and governance that may share some similarities with each other, but they are individually distinctive. As this course will be taught in New Brunswick provincial schools, the focus should be on the Mi’kmaw, Peskotomuhkati, and Wolastoqey nations. While commonalities exist, Indigenous nations are as diverse as the nations on any other continent.

Indigenous Ways of Knowing
(zoom to view)



A Thinking Focus

Deep learning in a social studies course occurs when other key dimensions, such as historical thinking, geographical thinking and critical inquiry, are considered and implemented. **Canadian History 120** provides students with the relevant, current issues and the relevant resources that will allow students to apply these approaches.

Historical and Geographical Thinking

Six [historical thinking concepts](#) have been identified by Peter Seixas through his work at the University of British Columbia's *Centre for the Study of Historical Consciousness*. These six historical thinking concepts are designed to help students think more deeply and critically not only about the past but also about their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the specific curriculum outcomes. Inspired by the work of Peter Seixas in historical thinking, the six portals of geographical thinking were developed to engage students in critical thinking about geography and geographical issues rather than memorizing information alone. Relationship to place plays a fundamental role in how we understand the world, and it is central to the social studies. Please see Appendix 6.4 on Historical and Geographical Thinking.

For more information on historical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers can go to [The Historical Thinking Project](#), [The Centre for the Study of Historical Consciousness](#), or [The Critical Thinking Consortium](#). For more information on geographical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers may go to [The Critical Thinking Consortium](#) or [Canadian Geographic Education](#).

Critical Inquiry

To help focus the exploration of ideas, teachers should ensure that the key questions are identified. When students are invited to investigate and resolve their queries, the learning is enriched. It is the ideal, of course, to have students create their own critical questions, but students might need direction and practice to arrive at the point where they are formulating quality questions that will spark curiosity and involvement. Teachers may use the following six criteria for the construction of solid critical inquiry questions:

A Good Critical Inquiry Question:

1. The question should be one that the learner is interested in. The ideal level of interest would be such that the student feels a need to find answers to satisfy a real curiosity.
2. The question is open to research. This means that there is a need to dig deeper to find the answer, that credible sources are needed to find the answers, and that in most cases, the research is accessible within the classroom environment.
3. The learner does not already know the answer or has not already decided on the answer before doing the research.
4. The question is an "open" one. The question calls for an extensive explanation that is multi-layered. The explanation shows its complexity by referring to various viewpoints and angles. There may be more than one explanation.
5. The question has a clear focus. The question can be framed by the teacher, the student, or the student and teacher together. The question needs to have enough focus to enable productive research from the start. Questions are often seen as stepping stones to the work, but students are likely to adjust the original questions as they learn more from their research.
6. The question can be seen as an initial question that identifies sub-questions. In that case, the final explanation is the sum of the responses to the sub-questions.

(Adapted from Dale Roy, Erika Kustra, Paola Borin, 2003, McMaster University)

For further resources and professional learning in inquiry learning and critical thinking, please visit [The Critical Thinking Consortium](#).

For additional Social Studies teaching resources, teachers may wish to visit the [Social Studies SharePoint site](#).

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (SCO) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Students will research settlement in Canada.
SCO 1.1	Students will research Wabanaki independence and contact with Europeans.
SCO 1.2	Students will investigate the relationship between federal, provincial, and Indigenous governments.
SCO 1.3	Students will examine the impact of Canadian Western expansion policies on Canadians and Indigenous Peoples.

GCO 2	Students will investigate Canada as an industrialized nation.
SCO 2.1	Students will analyze the social and economic nature of industrialized Canada.
SCO 2.2	Students will assess the impact of technological developments in urban and rural areas.
SCO 2.3	Students will examine experiences of children, childhood, and schooling in industrialized Canada.

GCO 3	Students will examine Canadian citizenship at the turn of the twentieth century.
SCO 3.1	Students will research the causes and consequences of immigration at the turn of the 20 th century in Canada.
SCO 3.2	Students will examine discriminatory practices and policies in Canada.
SCO 3.3	Students will consider the impact of federal policies and societal attitudes on Indigenous identities.

GCO 4	Students will investigate Canadian identities, national unity, and multiculturalism.
SCO 4.1	Students will research the World Wars, the inter-war years and Canada's response to totalitarian regimes.
SCO 4.2	Students will examine social and political developments in post-war Canada.
SCO 4.3	Students will analyze the impacts of globalization on Canada and its peoples.

4. Curriculum Outcomes

GCO 1 Students will research settlement in Canada	
SCO 1.1	Students will research Wabanaki independence and contact with Europeans.
Concepts and Content	I Can Exemplars
<p>Topics may include:</p> <p>Wabanaki pre-contact culture and beliefs.</p> <ul style="list-style-type: none"> • Interdependence with the environment. • Self-governance and inter-nation relationships. • Self-sustaining practices. <p>European imperialism</p> <ul style="list-style-type: none"> • The Doctrine of Discovery <ul style="list-style-type: none"> ○ the basis of Canadian legal claims to land • the Papal Bulls <ul style="list-style-type: none"> ○ authorization for colonization ○ authorization for racialized chattel slavery <p>Acadian life and culture</p> <p>Black Loyalists and arrivants</p> <p>Contact with settlers and arrivants</p> <ul style="list-style-type: none"> • Wabanaki relationships with first settlers and arrivants. • Wabanaki relationships with Acadian and Black arrivants. • St. Croix Island • Peace and Friendship Treaties • The fur trade and les Courriers du Bois • The Seven Years' War • <i>Le Grand Dérangement</i> 	<p>(please note that these are exemplars only and not requirements)</p> <p>I can examine Wabanaki daily life prior to contact.</p> <p>I can discuss the meaning of the four Ages and the Wabanaki cyclical model of history.</p> <p>I can discuss the importance of balancing nature and necessity in First Nations cultures.</p> <p>I can analyze how First Nations, particularly Wabanaki peoples, maintained societal order.</p> <p>I can discuss the significance of wampum.</p> <p>I can analyze the Peace and Friendship Treaties in relation to current rights of Wabanaki Peoples.</p> <p>I can describe the government and private interests in Indigenous territories in Canada.</p> <p>I can examine the economic and social causes and consequences of the fur trade.</p> <p>I can analyze the origins of racialized chattel slavery in the Maritimes.</p> <p>I can research Acadian history.</p> <p>I can analyze the cause and consequences of European conflicts on the peoples of North America.</p> <p>I can illustrate my own relationship with the Canadian state, historically and in the present.</p>

Resources		
Multimedia	Website	Document
Who Are the Acadians? - YouTube	The Wabanaki Collection	18-01-22-Dismantling-the-Doctrine-of-Discovery-EN.pdf (afn.ca)
Heritage Minutes: Acadian Deportation - YouTube	Peace and Friendship Treaties The Canadian Encyclopedia	
A HOME OF OUR OWN-- History of the Willow Grove Black Refugee Settlement - YouTube	Coureurs des bois The Canadian Encyclopedia	
	Long before the Fort: Acadian settlement - Fort Beauséjour – Fort Cumberland National Historic Site (pc.gc.ca)	
	Begbie Contest Society - New France	
	TC2 Source Docs - New France and Acadia	
	Critical Challenge: European Adversaries and North American Effects (learnalberta.ca)	
	Critical Challenge: Early Colonization (learnalberta.ca)	
	Begbie Contest Society - Fur Trade	
	Begbie Contest Society - First Nations	

GCO 1: Students will research settlement in Canada.

[Black Loyalists in New Brunswick, 1783-1854:
Lesson Plan: The Promise of Freedom \(unb.ca\)](#)

[Black Enslavement in Canada | The Canadian
Encyclopedia](#)

[Begbie Contest Society - Racism](#)

SCO 1.2 Students will investigate the relationship between federal, provincial, and Indigenous governments.		
Concepts and Content		I Can Exemplars
<p>Topics may include: The impact of Confederation on Canadian government systems</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • The establishment of provincial governments • Treaty relationships across Canada <ul style="list-style-type: none"> ○ Peace and Friendship Treaties ○ Numbered Treaties ○ Modern treaties and Accords • The limiting of Indigenous self-governance • The Indian Act and Indian agents <ul style="list-style-type: none"> ○ Acts predating the Indian Act • The Confederation Conferences 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can analyze the relationship between governments and Indigenous Peoples pre- and post- Confederation.</p> <p>I can analyze the Indian Act as a tool of assimilation.</p> <p>I can discuss the establishment of the Canadian provinces as independent governing bodies.</p> <p>I can illustrate the division of provincial and federal responsibilities.</p> <p>I can explain the forces pushing for Confederation.</p> <p>I can describe why the Maritimes discarded the idea of maritime union in favour of federal union.</p> <p>I can research why PEI and Newfoundland rejected federal union until 1867.</p> <p>I can discuss the forces that drove the “Founding Fathers” to establish Confederation.</p>
Resources		
Multimedia	Website	Document
Whose Land - Welcome	The Confederation Debates	Indian Act (R.S.C., 1985, c. I-5)
Indigenous Peoples Are Not Seen as Equals in Confederation; It’s Time to Fix That - YouTube	The Indian Act	Indian Act and Amendments, 1868-1975
Why did the Charlottetown Conference of 1864 matter? - YouTube	Critical Challenge: Contributors to Canada (learnalberta.ca)	The British North America Act
First Nations Indigenous Peoples Atlas of Canada	TC2 Source Docs - Confederation	
The Indian Act Facing History and Ourselves	TC2 Source Docs - Indigenous history	
	TEACHING GUIDE: The Indian Act CBC Radio	
	Begbie Contest Society - Confederation	

SCO 1.3	Students will examine the impact of Canadian Western expansion policies on Canadians and Indigenous peoples.	
Concepts and Content	I Can Exemplars	
<p>Topics may include:</p> <p>Canadian Western expansion</p> <ul style="list-style-type: none"> • Policies • The 1869 purchase of the Northwest Territories from the Hudson’s Bay Company • Building of the CPR <ul style="list-style-type: none"> ○ The railway scandal of 1872-73 • The Red River and North-West Resistances • Chinese railroad workers <p>Federal policies regarding First Nations</p> <ul style="list-style-type: none"> • Land control across Canada • Impact on hunting grounds • Residential and Day Schools • Reservation system 	<p>(please note that these are exemplars only and not requirements)</p> <p>I can examine how the federal government’s policies related to establishing dominion over an expanding Canada.</p> <p>I can examine policies of Canadian Western expansion and their impact on Canadians and Indigenous Peoples.</p> <p>I can examine the significance of the Canadian railroad system in unifying the provinces and defending Canadian sovereignty.</p> <p>I can analyze the influences on the Immigration Act of 1869.</p> <p>I can understand arguments for and against the western CPR expansion.</p> <p>I can discuss the Red River and North-West Resistances and their impact on First Nations and Francophone affairs with the Federal government.</p> <p>I can explain the terminology of resistance vs. rebellion.</p> <p>I can explain the implementation of the Indian Act and the creation of Reservations and the Residential School System by the Federal government.</p>	
Resources		
Multimedia	Website	Document
<p>Whose Land - Welcome</p> <p>Red River Resistance Indigenous Peoples Atlas of Canada</p> <p>Métis Indigenous Peoples Atlas of Canada</p>	<p>TC2 Source Docs - Chinese Canadian history</p> <p>Critical Challenge: Uprisings in the West (learnalberta.ca)</p> <p>Begbie Contest Society - Riel and Manitoba</p> <p>Begbie Contest Society - Riel Rebellion</p>	

GCO 1: Students will research settlement in Canada.

[Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools | Facing History and Ourselves](#)

[Begbie Contest Society - Hudson Bay Railway](#)

[Indigenous Peoples and Government Policy in Canada | The Canadian Encyclopedia](#)

[DEEPENING KNOWLEDGE :: Residential Schools :: Deepening Knowledge: Aboriginal Peoples Curriculum Database \(utoronto.ca\)](#)

GCO 2 Students will investigate Canada as an industrialized nation.

SCO 2.1 Students will analyze the social and economic nature of industrialized Canada.		
Concepts and Content		I Can Exemplars
<p>Topics may include:</p> <p>The National Policy</p> <p>The Canada First Movement</p> <p>Canada in WW1:</p> <ul style="list-style-type: none"> • Canada’s battlefield participation <ul style="list-style-type: none"> ○ The No. 2 Construction Battalion • Conscription Crisis • The Treaty of Versailles • The Vimy Ridge narrative • The Home Front <ul style="list-style-type: none"> ○ The loss of civil rights by non-British groups <ul style="list-style-type: none"> ▪ Ukranian internment camps ○ Canadian life at home during wartime <ul style="list-style-type: none"> ▪ Economic contributions of women 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can assess the effectiveness of the National Policy in supporting nation-building.</p> <p>I can discuss the major battles that helped to shape Canada’s identity.</p> <p>I can analyze the impact of war time stresses on Canadian society and its influence on Women and the Suffrage movement.</p> <p>I can discuss how the Suffrage Movement excluded Indigenous and immigrant women.</p> <p>I can explain the effect of the Conscription Crisis with regards to the Quebec and Federal government relationship.</p> <p>I can understand the emergence of Canada’s international identity and relationship with the rest of the world.</p> <p>I can understand how World War 1 influenced societal attitudes towards immigration.</p>
Resources		
Multimedia	Website	Document
Heritage Minute: Halifax Explosion	CP Rail: Our History	
Timeline of Women's Suffrage in Canada Canadian Geographic	National Policy The Canadian Encyclopedia	
The Secret Life of Canada - S2: Shout Out to Private Buckam Singh	Canada First The Canadian Encyclopedia	
	TC2 Source Docs - World War I	
	TC2 Source Docs - World War I internment	
	No. 2 Construction Battalion The Canadian Encyclopedia	
	Maritime Museum: Halifax Explosion	

SCO 2.2 Students will assess the impact of technological developments in urban and rural areas.		
Concepts and Content		I Can Exemplars
<p>Topics may include:</p> <p>The impact of technological developments in urban and rural areas.</p> <ul style="list-style-type: none"> • Canadian urbanization <ul style="list-style-type: none"> ○ Segregation and poverty among working class • Life in rural Canada • Growth of diverse Canadian identities • Social tensions <p>Mass production and merchandising</p> <p>Growing corporate power</p> <p>The impetus for and impact of trade unionism in Canada.</p> <ul style="list-style-type: none"> • The influence of immigrant workers on labour movements. • Winnipeg General Strike • Black Pullman Car Union • Rise of the labour movement • Working class labour activism 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can discuss how industrialization led to increased populations and overcrowding in urban areas.</p> <p>I can analyze the economic impact of technology on farming in Canada.</p> <p>I can examine the Alaskan boundary dispute and its effect on British and American relations with Canada.</p> <p>I can research the rise and need of labour movements and unions for the protection and improvement of workers' rights.</p> <p>I can examine how the labour movement was impacted by equity-seeking workers.</p> <p>I can illustrate the influence of increased immigration in Canada on the rise of unionism.</p>
Resources		
Multimedia	Website	Document
	<p>Black sleeping car porters CMHR (humanrights.ca)</p> <p>Derailed - Myseum (myseumoftoronto.com)</p> <p>Bloody Saturday: 1919 strike turns deadly CBC News</p> <p>Class Conflict on the Canals of Upper Canada in the 1840s on JSTOR</p> <p>The Winnipeg General Strike CMHR (humanrights.ca)</p> <p>Begbie Contest Society - Winnipeg General Strike</p>	

SCO 2.3 Students will examine experiences of children, childhood, and schooling in industrialized Canada.		
Concepts and Content		I Can Exemplars
<p>Topics may include:</p> <p>Industrialization and the desire to create a working class in Canada.</p> <p>The segregation of the school system</p> <ul style="list-style-type: none"> Indian Residential and Day Schools <ul style="list-style-type: none"> Egerton Ryerson and the public school system. Peter Bryce and The Bryce Report Treatment of Indigenous children The government mandate to “enfranchise” Indigenous People Separate school system established for Black students in parts of Canada Accessibility to education for disabled students <p>Religion and education</p> <ul style="list-style-type: none"> The Manitoba Schools Question The New Brunswick Schools Question <p>Child labour practices</p> <ul style="list-style-type: none"> Factory workers Industrialization’s impact on the school system Child labour laws 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can compare the structure of schools at the end of 19th century in the context of the need for factory workers.</p> <p>I can examine how the need for factory labour influenced the establishment of Residential Schools.</p> <p>I can examine the political and economic factors that influenced government regulations for schools.</p> <p>I can analyze the impact of child labour on the Canadian economy.</p> <p>I can discuss why child labour laws were established but did not extend to Indigenous children and new Canadians.</p>
Resources		
Multimedia	Website	Document
National Centre for Truth and Reconciliation - YouTube	Normal Schools The Canadian Encyclopedia	150 Years of inclusion
Indian Day School Video Series	12.5 Children at Work – Canadian History: Pre-Confederation (opentextbc.ca)	IRSR11-12-DE-1906-1910.pdf (fnesc.ca)
	The Manitoba Schools Question	Report on the Indian schools of Manitoba and the North-West Territories : Bryce, P. H. (Peter Henderson), 1853-1932

GCO 2: Students will investigate Canada as an industrialized nation.

[Indian Residential School resources](#)

[The New Brunswick Schools Question](#)

[History of Labour in Canada | Canadian
Labour Congress](#)

GCO 3: Students will investigate Canadian citizenship at the turn of the twentieth century.

GCO 3 Students will investigate Canadian citizenship at the turn of the twentieth century

SCO 3.1 Students will research the causes and consequences of immigration at the turn of the 20th century in Canada.

Concepts and Content	I Can Exemplars
<p>Topics may include:</p> <p>“The Last Best West”</p> <ul style="list-style-type: none"> • Mass immigration • Immigration advertisements in Europe • Immigration strategy targeting specific groups • Settler realities <p>Who gets to be Canadian?</p> <ul style="list-style-type: none"> • Conceptions of citizenship in Canada • Regionalism • Exclusion policies <p>Has there ever been such a thing as a singular Canadian national identity?</p> <p>Western Confederation</p> <ul style="list-style-type: none"> • Louis Riel and the Métis • Numbered treaties • BC First Nations as sovereign nations. 	<p>(please note that these are exemplars only and not requirements)</p> <p>I can analyze the Canadian government policy of mass immigration and its initiative to populate the western provinces.</p> <p>I can illustrate the hardships and struggles of the early settlers in the west.</p> <p>I can discuss the impact these settlements had on First Nation peoples and their traditional lands.</p> <p>I can examine the realities of the Wabanaki under the Peace and Friendship Treaties and those of western First Nations under numbered treaties.</p> <p>I can examine how British Columbia’s joining of Confederation in 1871 and the lack of recognition of Indigenous sovereignty influences current relations.</p> <p>I can discuss how Indigenous Peoples being considered wards of the Crown from 1867-1956 influenced policies and societal attitudes.</p>

Resources

Multimedia	Website	Document
<p>The Last Best West - YouTube</p>	<p>Immigration Records Library</p> <p>Articles and Papers Pier 21</p> <p>Immigration to Canada The Canadian Encyclopedia</p> <p>Canadian Immigration Acts and Legislation Pier 21</p>	<p>Canadian Citizenship application form</p>

GCO 3: Students will investigate Canadian citizenship at the turn of the twentieth century.

[Civilization.ca - Advertising for immigrants to western Canada - Introduction \(historymuseum.ca\)](#)

[Settling the West: Immigration to the Prairies from 1867 to 1914 | Pier 21](#)

[Immigration Policy in Canada | The Canadian Encyclopedia](#)

[How Mountie mythology helped create a romantic vision of Canada | CBC Radio](#)

[Confederation's Opponents | The Canadian Encyclopedia](#)

GCO 3: Students will investigate Canadian citizenship at the turn of the twentieth century.

SCO 3.2 Students will examine discriminatory practices and policies in Canada.		
Concepts and Content		I Can Exemplars
<p>Topics may include:</p> <p>Policies to limit immigration and diversity</p> <ul style="list-style-type: none"> • Immigration Acts • Chinese Head Tax and Chinese Exclusion Act • The Komagata Maru • Gender based laws <p>Eugenics in Canada</p> <p>Segregation and restrictions to voting rights</p> <p>LGBTQ2IS+ visibility and rights in Canada</p> <ul style="list-style-type: none"> • The “Gay Purge” in the Armed Forces, RCMP, and public service <p>Language rights in Canada</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can examine how federal policies targeted Chinese railroad workers after the completion of the CPR.</p> <p>I can discuss how federal and provincial policies were often a reaction to current immigration trends.</p> <p>I can discuss how the dominant culture in Canada influenced immigration laws.</p> <p>I can examine the treatment of LGBTQ2IS+ government employees.</p>
Resources		
Multimedia	Website	Document
<p>Canada's Gay Purge - YouTube</p> <p>The Sikh migrants who challenged Canadian immigration law - YouTube</p>	<p>Canada's Cold War Purge of LGBTQ from the Military The Canadian Encyclopedia</p> <p>TIMELINE Same-sex rights in Canada CBC News</p> <p>Anti-Asian Racism in Canada The Canadian Encyclopedia</p> <p>Order-in-Council P.C. 1911-1324 — the Proposed Ban on Black Immigration to Canada The Canadian Encyclopedia</p> <p>Chinese Head Tax in Canada The Canadian Encyclopedia</p> <p>Eugenics in Canada The Canadian Encyclopedia</p> <p>Bill 21 - CCLA</p> <p>A Brief History of Federal Voting Rights in Canada Elections Canada's Civic Education (electionsanddemocracy.ca)</p>	

GCO 3: Students will investigate Canadian citizenship at the turn of the twentieth century.

SCO 3.3 Students will consider the impact of federal policies and societal attitudes on Indigenous identities.		
Concepts and Content		I Can Exemplars
<p>Topics may include:</p> <ul style="list-style-type: none"> • The colonial ideology of land and the people on it • The Indian Act and the RCMP • Restriction of land access • Forced agrarianism • Destruction of the buffalo • Prohibition of cultural expression • Language destruction • Indian Residential Schools • Indian Day Schools • Status cards – blood quantum • Prohibition of alcohol • Elimination of traditional governance systems • Day passes • Curfews • 60’s Scoop • Pierre Trudeau’s White Paper 1969 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can analyze the impact of colonization on identity.</p> <p>I can illustrate the impact of colonization using data.</p> <p>I can analyze the purpose behind the language and content of the Indian Act.</p> <p>I can examine the effects of documented histories that exclude Indigenous voices.</p> <p>I can discuss how settlers in power used stereotypes about Indigenous peoples to justify discrimination against them.</p> <p>I can relate the stereotype of Indigenous Peoples being uncivilized to government funding policies.</p> <p>I can analyze the criminalization of Indigenous traditions and languages as a tool of assimilation.</p> <p>I can consider the terminology of genocide when discussing the government decision-making and the experiences of Indigenous Peoples in Canada.</p>
Resources		
<p>Multimedia</p> <p>*Please consult with Subject Coordinators, Elders, and local community members about experiences of discrimination in your region. Survivor testimony is a powerful learning experience for students.</p> <p><i>The Pass System</i> documentary</p> <p>Canada’s Dark History, Kent Monkman and the RCMP</p>	<p>Website</p> <p>Pass System in Canada The Canadian Encyclopedia</p> <p>Prime Minister P. E. Trudeau’s White Paper 1969 on ending the Indian Act</p> <p>Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools Facing History and Ourselves</p>	<p>Document</p> <p><i>Clearing the Plains: Disease, Politics of Starvation, and the Loss of Indigenous Life</i>, by James Daschuk</p> <p><i>We Were Not the Savages</i>, by Daniel Paul</p> <p>https://nben.ca/fr/premieres-nation-proces-et-politique.html?download=4824:the-role-of-colonial-artists-in-the-dispossession-and-</p>

GCO 3: Students will investigate Canadian citizenship at the turn of the twentieth century.

[Where Are the Children? Healing the Legacy of the Residential Schools \(English\) on Vimeo](#)

*CW – this content may be re-traumatizing to some. Please review before sharing it in class.

[Where Are The Children – Legacy of Hope Foundation](#)

*CW – this content may be re-traumatizing to some. Please review before sharing it in class.

[displacement-of-the-maliseet-1790s-1850s-andrea-bear-nicholas-26-avril-2016](#)

[Indian Residential Schools ONE Site](#)

[Indian Day Schools ONE Site](#)

GCO 4 Students will investigate Canadian identities, national unity, and multiculturalism.

SCO 4.1 Students will research the inter-war years and Canada’s response to totalitarian regimes.

Concepts and Content	I Can Exemplars
<p>Topics may include:</p> <p>Societal changes</p> <ul style="list-style-type: none"> • The Great Depression • Rise of Communism and Fascism • Creation of the Social State • Political protest parties <ul style="list-style-type: none"> ○ eg. The Maritime Rights Movement, the Social Credit Party, the Union Nationale Party. <p>Growing racism and anti-Semitism in Canada</p> <ul style="list-style-type: none"> • The Ku Klux Klan • The Christie Pits riot • The MS St. Louis <p>Economic impacts</p> <ul style="list-style-type: none"> • Domestic life in Canada <ul style="list-style-type: none"> ○ New household technologies • Canada as a founding member of the League of Nations <p>Canadian contributions in WW2:</p> <ul style="list-style-type: none"> • Canada on the battlefield <ul style="list-style-type: none"> ○ Local units (eg., The North Shore New Brunswick Regiment) ○ Liberation of the Netherlands • Canada on the home front <ul style="list-style-type: none"> ○ The War Measures Act ○ Social aspects of wartime life ○ Treatment of Jewish, Italian, and Japanese Canadians and residents. • Indigenous and Black soldiers 	<p>(please note that these are exemplars only and not requirements)</p> <p>I can analyze the causes and consequences of The Great Depression in Canada.</p> <p>I can assess the social programs implemented by the Federal government to improve the lives of Canadians.</p> <p>I can relate Canada’s involvement in founding the League of Nations to the continued commitments of the Canadian military.</p> <p>I can examine Canadian responses to the rise of totalitarian regimes in Europe.</p> <p>I can examine the impact of household technologies on the lives of everyday Canadians.</p> <p>I can discuss the major battles that Canada participated in during World War II.</p> <p>I can analyze the impact of “total war” on the everyday lives of Canadians.</p> <p>I can examine the vital role of Canadian soldiers in the liberation of Europe and its impact on the population.</p> <p>I can analyze the impact of two world wars on the British colony of Newfoundland and how it led to them joining Confederation in 1949.</p>

GCO 4: Students will investigate Canadian identities, national unity, and multiculturalism.

Resources		
Multimedia	Website	Document
Secondary – VALOUR CANADA	Canada A Country by Consent: The Roaring Twenties: The League of Nations (canadahistoryproject.ca)	
The Christie Pits Riot		
A New Identity: CBC The Story of Us P9 Liberation of the Netherlands	Begbie Contest Society - Second World War	
Mackenzie King and the Conscription Crisis	Begbie Contest Society - Interwar Foreign Policy	
Bound for Nowhere - The St. Louis Episode (Excerpts) 1939 - YouTube	Canadian Newspapers and the Second World War	
	Canadian Wartime Propaganda	
	Experiences of Black veterans e.g. Hugh Burnett	
	Japanese internment in Canada	
	MS St. Louis The Canadian Encyclopedia	
	TC² History Docs – WWII	
	Black Canadians in Uniform	
	Indigenous Veterans	

SCO 4.2 Students will examine social and political developments in post-war Canada.	
Concepts and Content	I Can Exemplars
<p>Topics may include:</p> <ul style="list-style-type: none"> • The Veterans Charter • Treatment of Black and FNMI veterans <p>Humanitarian Canada</p> <p>Post war modernization:</p> <ul style="list-style-type: none"> • The Civil Rights movement • Women’s Liberation Movement • Desegregation in schools • Forced relocation <ul style="list-style-type: none"> ○ Mi’kmaq; Inuit; Newfoundlanders <p>Postwar prosperity</p> <ul style="list-style-type: none"> • War Brides • Rise of the middle class <p>Immigration Policies over time</p> <ul style="list-style-type: none"> • Modern immigration and humanitarian streams <p>Official Bilingualism</p> <p>The Canadian Charter of Rights and Freedoms 1982</p> <p>2LGBTQIS+ rights in Canada</p> <p>Canadian Multiculturalism Act of 1985</p> <p>Quebec Sovereignty Movement</p> <ul style="list-style-type: none"> • FLQ Crisis <p>Quebec Separatist Referendum</p> <p>Revival of Indigenous cultures and identities:</p> <ul style="list-style-type: none"> • Kanehsatake Resistance (Oka Crisis) • Truth and Reconciliation hearings • Calls to Action 	<p>(please note that these are exemplars only and not requirements)</p> <p>I can examine the treatment of Indigenous and Black soldiers in relation to the Veterans Charter.</p> <p>I can examine the impact of the war on Canada’s international reputation as a peace keeping nation.</p> <p>I can reflect on the post war economic boom and the positive and negative effects it had on Canadians.</p> <p>I can explain the postwar boom of the 1950’s and 1960’s with regard to the expansion of infrastructure and social programs.</p> <p>I can explain the changes in federal immigration policy that allowed Canada to be more inclusive in a global context.</p> <p>I can analyze the importance of bilingualism in the Francophone relationship with the federal government.</p> <p>I can examine cultural sovereignty and 21st century multiculturalism in Canada.</p> <p>I can assess the causes and consequences of forced relocations.</p> <p>I can analyze the events and factors that lead to the province of Quebec’s sovereignty movement and classification as a distinct society.</p> <p>I can discuss the Kanehsatake Resistance and its role in sparking First Nations protest and rejection of Federal government policies.</p> <p>I can discuss the Indigenous and government perspectives that led to the Kanehsatake Resistance and the steps that could have been taken to avoid the armed conflict.</p> <p>I can examine the Idle No More movement and the Truth and Reconciliation Commission</p>

GCO 4: Students will investigate Canadian identities, national unity, and multiculturalism.

<ul style="list-style-type: none"> • Idle No More • Every Child Matters 	<p>I can identify the historical and current issues and policies that caused hardship to First Nations in Canada.</p>	
<p>Resources</p>		
<p>Multimedia</p>	<p>Website</p>	<p>Document</p>
<p>Charter of Rights and Freedoms Explained</p>	<p>National Centre for Truth and Reconciliation</p>	<p>The Canadian Charter of Rights and Freedoms (justice.gc.ca)</p>
<p>The Charter of Rights - YouTube</p>	<p>The FLQ and the October Crisis</p>	
<p>W5: 50 Years Later The October Crisis</p>	<p>Coming Clean about Operation Soap</p>	<p>Canadian Multiculturalism Act (justice.gc.ca)</p>
<p>Kanehsatake: 270 Years of Resistance</p>	<p>Kanesatake: Let's talk about what happened long before the 'Oka Crisis' CBC Radio</p>	
<p>Operation Soap</p>	<p>Refugees to Canada The Canadian Encyclopedia</p>	
<p>Inuit Indigenous Peoples Atlas of Canada</p>	<p>Inuit High Arctic Relocations in Canada The Canadian Encyclopedia</p>	
<p>Truth and Reconciliation Indigenous Peoples Atlas of Canada</p>	<p>The FLQ and the October Crisis The Canadian Encyclopedia</p>	
<p>CBC Archives: Just Watch Me, 1970 CBC - YouTube</p>	<p>Begbie Contest Society - Quebec</p>	

GCO 4: Students will investigate Canadian identities, national unity, and multiculturalism.

SCO 4.3 Students will investigate the impacts of globalization on Canada and its peoples.		
Concepts and Content		I Can Exemplars
<p>Topics may include:</p> <p>Canada’s growth on the international stage</p> <ul style="list-style-type: none"> • Membership to the United Nations • The Cold War • The Korean War • The Suez Crisis • Peacekeeping (eg. Cyprus, Golan Heights, Yugoslavia, Rwanda, etc) • Afghanistan • G7 and climate change • UNDRIP • Black Lives Matter <p>Canada’s role in global extraction industries</p> <p>Canadian-American relations</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can discuss the Age of Healing and Revival in the Wabanaki model of history.</p> <p>I can examine Canada’s role in international affairs in the post-war years.</p> <p>I can discuss the peacekeeping role of Canada and the development of its international reputation.</p> <p>I can analyze Canada’s involvement in the Cold War from national and international perspectives.</p> <p>I can understand Canada’s role in the Suez Crisis and the mediation role Canada would play during the 20th century.</p> <p>I can examine the UN involvement in peacekeeping missions and its impact on Canadian soldiers.</p> <p>I can discuss Canada’s political reaction to the recommendations set forth in UNDRIP.</p> <p>I can examine Canada’s responsibilities as a G7 country in addressing climate change domestically and internationally.</p>
Resources		
Multimedia	Website	Document
<p>Moments in Time: Canada on the International Stage</p> <p>Record of Service: Afghanistan - YouTube</p>	<p>Begbie Contest Society - Cold War</p> <p>Canada and the United Nations (international.gc.ca)</p> <p>Korean War The Canadian Encyclopedia</p>	<p>Government Bill (House of Commons) C-15 (43-2) - Royal Assent - United Nations Declaration on the Rights of Indigenous Peoples Act - Parliament of Canada</p>

GCO 4: Students will investigate Canadian identities, national unity, and multiculturalism.

[Canadian mining companies under fire for Latin America operations - National | Globalnews.ca](#)

[Canada and Peacekeeping Operations | Learn | Canadian War Museum](#)

[CBC News In Depth: Canada's Military](#)

[Canada and the G7 \(international.gc.ca\)](#)

[Black Lives Matter-Canada | The Canadian Encyclopedia](#)

[Implementing the United Nations Declaration on the Rights of Indigenous Peoples | Assembly of First Nations \(afn.ca\)](#)

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Common Content

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https://cll.mcmaster.ca/resources/misc/good_inquiry_question.html

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6. Appendices

6.1 New Brunswick Global Competencies



6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

<p>Is there a form of assistive technology that could be used to enhance/facilitate this lesson?</p>	<p>Screen readers, screen magnifiers, speech-to-text, text-to-speech, etc.</p>
<p>Are there materials which can appropriately challenge readers to enhance this learning?</p>	<p>The Social Studies SharePoint site offers resources which can extend learning for students who require more challenging course material.</p>
<p>Are there students in this group who cannot access this learning (PLP background) and whose needs I must revisit before teaching?</p>	<p>Teachers should view previous PLP information for considerations.</p>
<p>Are there other choices that can be provided in this learning opportunity?</p>	<p>Learning can be differentiated for outcomes as well as for depths of learning and methods of demonstrating learning.</p>
<p>Is there another/a variety of media available? Only paper-based? Can it be listening? Can I add a visual component?</p>	<p>The Social Studies SharePoint site offers resources that include visual and auditory means of learning about Social Studies topics.</p>

Can movement be involved?	Students can perform this learning on any device.
Grouping and regrouping?	Learning can be cooperative and team-based. Learning can be demonstrated using virtual means and in games and competitions.
Teacher versus non- teacher centered? Instructional design strategies –...	Learning always revolves around the teacher, but opportunities exist for students to be more self-directed and self-paced using online resources and project-based learning. Students can self-initiate projects.
Opportunities for students to propose variations to the assignments/projects?	Students may propose any variations that will demonstrate achievement of the curriculum outcomes in this course.
Use of art /music / technology?	Almost all student resources for this course are available online. There are many additional online resources for Social Studies education, including web sites and videos, listed on the Social Studies SharePoint site .
Can I use drama? Art....	Multiple modes of artistic expression can be used both to understand, explain, and demonstrate learning about Social Studies topics including ethical, historical, geographical, cultural, sociological, and philosophical elements.
Is there a plan to support the student/s who might already know this subject matter? Enrichment	Students can prove prior learning and have opportunities to advance and enrich their own learning. This can be through self-initiated project proposals at various degrees of independence.

<p>Does the language level need to be adjusted for the student to access this learning?</p>	<p>This course is highly dependent on the use of the English language. While students can use online translators for context, the demonstrations of learning are usually done in English. The teacher may wish to search for online lessons that are multi-lingual dealing with big concepts in the Social Studies such as justice, citizenship, etc.</p>
<p>Is there an independent or collaborative activity-project that would be better meet the needs of one or more students?</p>	<p>This course is best taught using an inquiry approach, which lends itself to project-based learning. Course work can be done independently or collaboratively, based on the needs of the student.</p>
<p>Are there any experts that I could bring into the classroom electronically or as a guest speaker?</p>	<p>There are many experts available, locally and online, as well as seminar and lecture videos such as TED talks, etc.</p>
<p>Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more relevant?</p>	<p>Create, start, and adjust the unit based on the students' interests. There may be many different entry points to a topic based on student readiness, background, and interest, as well as local connections.</p>
<p>Is there a hands-on experience that we could do to launch this lesson or this learning?</p>	<p>Learning in the Social Studies is effective when planned through local, place-based approaches. Teachers should seek out opportunities to connect curriculum content and concepts with experiences in the local community.</p>

6.3 Culturally Responsive Teaching

Clarifying “Culture”

To understand the role *culture* plays in our classrooms, it helps to view *culture* as *ways of knowing and being*. Or, as Zaretta Hammond explains it (2015), “Culture is the way that every brain makes sense of the world” (p. 22). Our *ways of knowing and being* influence how we interpret everything. Each person’s culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world.

What is Culturally Responsive Teaching?

Culturally Responsive Teaching is not a tool, a strategy, or an add-on. It is a way of teaching that recognizes and honours the variety of cultures and experiences from which students are approaching their education and the world. Teachers working to become culturally responsive also recognize their own biases and work to counter their internalized assumptions about levels of physical, social or academic competencies based on gender, culture, race or socio-economic status.

Culturally Responsive Teaching (CRT) is different from Multicultural and Social Justice Education. Whereas Multicultural Education recognizes and celebrates diversity, and Social Justice Education values the fostering of critical lenses, Culturally Responsive Teaching is focused on equitable instructional practices.

Why is CRT a priority practice?

Culturally and linguistically diverse students have trouble remembering and learning in classrooms where they are minoritized and not valued for their unique experiences. Feeling unsafe, unseen or misunderstood leads to “amygdala hijacks,” wherein the brain produces cortisol and is unable to learn (Hammond, 2015). *Conversely, when students feel affirmed, trusted and validated as who they are, the teacher can become the “warm demander” that students need (Hammond, 2015).*

What may it look like?

Teachers working to become culturally responsive intentionally and consistently use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations. They affirm students’ backgrounds and *funds of knowledge*, and fully and openly expect that learners will achieve.

Teachers working to become culturally responsive understand that they are not “doing something new to students” (Hammond, 2015, p. 52), but rather working internally to transform their own expectations, understandings and practice. Hammond explains: “Before [we] can

leverage diversity as an asset in the classroom, [we] must reflect on the challenges that can interfere with open acceptance of students who are different from [us] in background, race, class, language, or gender” (p. 53).

In culturally inclusive environments, educators:

- use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations.
- affirm learners’ *funds of knowledge* by validating, representing and learning from diverse ways of knowing.
- change deficit focuses and approaches into positive ones by focusing on contributions, ways of knowing, histories, and role models which are culturally diverse and may be different from the expected norm.
- respond positively to diverse cultural expressions and share their own.
- build trust with families, especially those from communities that may not have been provided positive schooling experiences in the past.
- recognize and participate in special events that students and school community members are experiencing.
- hold and demonstrate high expectations, while providing as many scaffolds as needed when needed.
- collaborate with families and community to ensure that school plans and initiatives are inclusive of all school members.
- examine their own biases and cultural lenses and respond consistently and effectively to reports of prejudice, bias or discrimination.

Funds of knowledge = knowledge that learners and their family members have because of their unique cultural identities and roles in the family and/or community (e.g., how to resolve conflict, ways to show respect for Elders). Honouring these *funds of knowledge* is valuable as they are culturally relevant and meaningful to learners.

Scaffolds/scaffolding = a variety of instructional techniques used to support students as they move toward stronger understanding and independence

What can I do to start?

When planning, consider:

- What background knowledge do I need to provide, and how can I tap into and validate the knowledge(s) my students have?
- What messages am I sending through the objects and practices in my learning environment? What can I change?
- Who can help me work toward becoming culturally responsive?

When teaching, consider:

- How can I address negative self-talk in my students and model how to “talk back”?
- How can I ensure I find time to listen to my students, and validate their experiences?
- Whose voices and experiences do I amplify? Whose voices are missing or silenced?

When assessing, consider:

- Did I provide adequate explanation and modelling of what I expect, including various exemplars?
- Did I provide space and support for students to choose how to demonstrate their knowledge?
- Has the learner shown an understanding of the outcome, even if it's not what I expected?

For further learning on Culturally Responsive Teaching, please consult the Ready for Rigour Framework (Hammond): <https://crtandthebrain.com/why-we-need-a-framework-for-culturally-responsive-teaching/>

6.4 Historical and Geographical Thinking Concepts

The “Big Six” Historical Thinking Concepts

Historical Significance – looks at why an event, person, or development from the past is important. E.g., what is the significance of a particular event in history? What would have happened if this person [historical figure] had not existed?

Evidence – looks at primary and secondary sources of information. To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry, for example, than would be asked about an artefact.

Continuity and change – considers what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time?). Includes chronology and periodization, which are two different ways to organize time and which help students to understand that —things happen between the marks on a timeline.

Cause and Consequence – examines why an event unfolded the way it did and asks if there is more than one reason for this (there always is). Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., how has the exchange of technologies over time changed the traditions of a culture?). This concept includes the question of – agency, that is, who (what individual or groups) caused things to happen the way they did?

Historical Perspective – any historical event involves people who may have held very different perspectives on the event. For example, how can a place be found or – discovered if people already live there? Perspective taking is about trying to understand a person’s mind set at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.

Ethical Dimension – assists in making ethical judgments about past events after objective study. We learn from the past in order to face the issues of today. Perspective-taking and moral judgement are difficult concepts because both require suspending our present-day understandings/context.

Seixas, P. (2006). *Benchmarks of historical thinking: A framework for assessment in Canada*. UBC: Centre for the Study of Historical Consciousness

The Six Portals of Geographical Thinking

Spatial significance – *The central question about matters of geographical importance is: How do we determine and assess the features that make particular geographical phenomena and locations worthy of attention or recognition?*

Patterns and trends – *This portal raises the question: What can we conclude about the variation and distribution of geographical characteristics over time and space?*

Interrelationships – *This portal raises the question: How do human and natural factors and events connect with and influence each other?*

Geographical perspective – *The key question in understanding the geography of a place is: What are the human and physical features and identities, as understood through various lenses, that characterize a place?*

Evidence and interpretation – *This portal raises the questions: What information can be used as evidence to support ideas about geography, and how adequately does the geographical evidence justify the interpretations offered?*

Ethical judgment – *The central question invoked by ethical judgement is: How desirable and responsible are the practices and outcomes associated with particular geographical actions and events?*

Sharpe, B., Bahbahni, K., & Tu Huynh, N. (2016). *Teaching geographical thinking (revised and expanded edition)*. The Critical Thinking Consortium/ The Royal Canadian Geographical Society.

7. Resources

Canadian Geographic Education: <https://cangeoeducation.ca/en/>

The Centre for the Study of Historical Consciousness: <https://www.cshc.ubc.ca/>

The Critical Thinking Consortium: <https://tc2.ca/>

The Historical Thinking Project: <https://historicalthinking.ca/>

Social Studies SharePoint: <https://nbed.sharepoint.com/sites/SocialStudiesK-12>

World of Wisdom: [https://world-of-wisdom.ca/portfolio/traditional-knowledge/.](https://world-of-wisdom.ca/portfolio/traditional-knowledge/)