



Canadian Identities

Social Studies 9

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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 gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views 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

English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The EECD provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2 Assessment 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 and ongoing and is used in the promotion of 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, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

<ul style="list-style-type: none">• Questioning	<ul style="list-style-type: none">• Projects and Investigations
<ul style="list-style-type: none">• Observation	<ul style="list-style-type: none">• Checklists/Rubrics
<ul style="list-style-type: none">• Conferences	<ul style="list-style-type: none">• Responses to texts/activities
<ul style="list-style-type: none">• Demonstrations	<ul style="list-style-type: none">• Reflective Journals
<ul style="list-style-type: none">• Presentations	<ul style="list-style-type: none">• Self and peer assessment
<ul style="list-style-type: none">• Role plays	<ul style="list-style-type: none">• Career Portfolios
<ul style="list-style-type: none">• Technology Applications	<ul style="list-style-type: none">• Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of 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.

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, 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

Building on the learning experiences in Grades 7 and 8 where students explore the concept of Empowerment and Atlantic Canada’s role in the global community, Social Studies 9 offers a wider lens for the diversity of Canadian experiences. This survey course prepares students for a deeper dive into civic issues by providing a broad exploration of Canada’s historical and contemporary issues through various perspectives.

3.2 Course Description

The organizing concept for Social Studies 9 is Canadian Identities. The rich examination of identities in this course provides opportunity for deep and personal explorations through geography, history, economics, sociology and political science. Students will explore the impact of Canada’s vast and diverse geography on identities, how historical events, trends, and peoples have contributed to the development of Canadian identities, as well as how Canadian political institutions, laws, rights and responsibilities have affected and reflected Canadian identities. Students will hypothesize about how Canada’s responses to environmental, economic, social, and political challenges and opportunities may affect the development of Canadian identities.

3.3 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.

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 Identities provides students with relevant, current issues, as well as relevant resources that will allow students to apply these approaches.

Historical 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 about the past as well as 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. A brief description of the concepts follows:

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.

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

Geographical Thinking

Inspired by the work of Peter Seixas in historical thinking, these six portals of geographical thinking were developed to engage students in critical thinking about geography and geographical issues rather than memorization of information alone. Relationship to place plays a fundamental role in how we understand the world and should be considered central to the social studies.

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.

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

In order to focus the exploration of ideas, it is good practice to identify the key questions that need to be addressed. 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 may need direction and practice to arrive at the point where they are formulating quality questions that will spark curiosity and involvement. The following may be used as 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 a) there is a need to dig deeper to find the answer, and that credible sources are needed to find the answers; b) 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. This is to suggest that 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. There needs to be enough focus to be directive, allowing productive research. Questions are often seen as stepping stones to the work, but it is likely that the original question(s) might need to be adjusted as research is conducted.
6. It can be the case that an initial question requires identified sub-questions and that the 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 ONE 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 explore Canadian identities.
SCO 1.1	Students will analyse various perceptions of identities in Canada.

GCO 2	Students will explore Canadian physical and human geography.
SCO 2.1	Students will describe the basic features of Canada’s landscape and climate.
SCO 2.2	Students will analyse the effect of human settlement on place over time.
SCO 2.3	Students will analyse the impact of migration and immigration on identities in Canada.

GCO 3	Students will explore social responsibility.
SCO 3.1	Students will take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global).
SCO 3.2	Students will explain the structure and operation of governance in Canada.
SCO 3.3	Students will examine persistent issues involving the rights, responsibilities, roles and status of individuals and groups in Canada.

4. Curriculum Outcomes

GCO 1 Culture: Students will explore Canadian identities.	
SCO 1.1	Students will analyse various perceptions of identities in Canada.
Concepts and Content (including but not limited to...)	I Can – exemplars:
<p>Identity (a product of experience – of individuals, groups & nations). Culture (and Counter Culture)</p> <p>Indigenous Perspectives: Pre-Contact, First Contact, Colonialism</p> <p>Cultural Diversity – consider ethnic perspectives such as Indigenous, Black, English, French, Scottish, Irish, Asian, as well as perspectives including newcomers</p> <p>Nationalism</p> <p>This section introduces the students to the concept of “identity” and perspectives of various groups in Canada. It is important to address Indigenous perspectives, as their ancestors were on the land long before the creation of “The Dominion of Canada.” This section is also an opportunity to examine different perspectives of nationalism, considering the rise of nationalism in Canada, and its significance in identifying as “Canadian.” This introduction will prepare students for further examination in the next section when they examine regionalism and separatist movements.</p> <p>Please consider: When looking for resources, and planning lessons, please intentionally include perspectives including perspectives of Indigenous peoples, persons with disabilities, persons of different ethnicities, persons within the LGBTQ communities, persons of privilege and persons living in poverty.</p> <p>Please note: the examination of artistic and literary expressions of Canadian identities is embedded in every SCO.</p>	<p>I can investigate the concept of identity.</p> <p>I can list attributes of my identity.</p> <p>I can investigate the evolving sense of national identity.</p> <p>I can connect historical and current events to my sense of identity.</p> <p>I can discuss different Canadians’ point of view on what it means to be “Canadian.”</p> <p>I can discuss factors that connect Canadians to a common identity.</p> <p>I can debate the complexity of a national identity in a culturally diverse society.</p> <p>I can analyze art, literature, media, and music to describe Canadian identities.</p> <p>I can produce a visual and/or oral representation of my personal understanding of Canadian identity/identities.</p> <p>I can use appropriate and relevant art, literature, media, and/or music in my visual/oral representation.</p>

Resources		
Video	Website	Document
<p>Portrayals of Canadian identities through popular advertisements.</p> <p>TedTalkX: Etuaptumuk: Two-Eyed Seeing by Rebecca Thomas</p> <p>Salaam B'y: a story of a Muslim Newfoundlander https://www.salaamby.ca/ (free access to documentary film and teachers guide with sign-up)</p>	<p>Theme 3 in <i>Gathering Place</i> from Canadian Heritage</p> <p>"Canadian Identity and Society" from Canada.ca</p> <p>CBC "Canadian Identity" Lesson Plan</p> <p>Discover Canada</p> <p>Cape Breton University Department of Indigenous Studies Resource Centre</p> <p>Teaching about the Mi'kmaq teacher's guide</p> <p>Describing Nationalism</p> <p>Voices into Action: Lesson Plan "Living Together In Today's World" on Canadian Identity (you must initially register to gain access to these lesson plans.</p> <p>"What does it mean to be Canadian?" lesson plan</p> <p>Canadian Multicultural Education Foundations Lesson Plans on Identity</p> <p>Historical Consciousness: Infusing Identity and Citizenship – Lesson Plan</p> <p>The Learning Circle: Five Narratives</p>	

GCO 2 Sustainability: Students will explore Canadian physical and human geography.

SCO 2.1 Students will describe the basic features of Canada’s landscape and climate.	
Concepts and Content (including but not limited to...)	I Can – exemplars:
<p>Maps of Canada (for example: infographic map, topographic map, political map, environmental map, thematic map)</p> <p>Landscape Landforms Climate Weather Erosion</p> <p>This section provides an overview into Canada’s geography. Please note that students examine world and Canadian geography in grade 4, world geography in grade 6, and Atlantic Canadian geography in grade 8. In grade 9, the focus is on providing a recap in preparation for the next outcome which is to make connections between geography and identity.</p> <p>Please note: When looking for resources, and planning lessons, please intentionally include diverse perspectives including perspectives of Indigenous people, persons with disabilities, persons of different ethnicities, persons within the LGBTQ communities, persons of privilege and persons living in poverty.</p>	<p>I can interpret at least 3 different types of maps.</p> <p>I can explain the variation in physical landscape across Canada.</p> <p>I can identify examples of the impact of climate change in Canada.</p> <p>I can explain the characteristic of Canada’s climate regions and variations between them.</p> <p>I can explain the difference between climate and weather.</p>

Resources		
Video	Website	Document
<p>Geological Journey with David Suzuki (CBC). This is a video available for purchase.</p> <p>Rick Mercer Report – Rick’s Final Rant</p>	<p>Subject Specific Examples of Geography - Maps</p> <p>Natural Resources Canada Reference Maps</p> <p>The Teacher Guide to <i>Geological Journey</i> with David Suzuki</p> <p>Rick Mercer Report – Rick’s Final Rant</p> <p>Weather Data, Research and Learning: Government of Canada</p> <p>Is this Climate Change – Lesson Plan</p> <p>Canada’s Landform Regions – Canadian Geography Lesson Plan</p> <p>Canada’s Natural Regions and their varied characteristics – Canadian Geography Lesson Plan</p> <p>Environment Canada (statistical data on weather - historical information).</p>	

SCO 2.2 Students will analyse the effect of human settlement on place over time.	
Concepts and Content (including but not limited to...)	I Can – exemplars:
<p>Turtle Island Pre-Contact Contact Natural Resources Human Resources Regionalism Population Distribution Population Density Urbanization Regional Prosperity Sustainable development Resource Depletion Climate Change Environmentalism Six Cultural Regions of Canada’s First Peoples</p> <p>This section examines the correlation between physical location and settlements. Students will then examine the effects of settlements on natural resources.</p> <p>Please note: When looking for resources, and planning lessons, please intentionally include diverse perspectives including perspectives of Indigenous people, persons with disabilities, persons of different ethnicities, persons within the LGBTQ communities, persons of privilege and persons living in poverty.</p>	<p>I can describe where Canadians live.</p> <p>I can investigate the historical events shaping the Canadian human landscape.</p> <p>I can explain why communities are established and grow at particular locations.</p> <p>I can explain the effect of natural and human resources on regional prosperity.</p> <p>I can investigate the causes of resource depletion.</p> <p>I can research about various responses to resource depletion.</p> <p>I can investigate regionalism in Canada.</p> <p>I can examine issues of regional stereotypes.</p> <p>I can analyze art, literature, media, and music to describe Canada’s landscape, climate, regionalism, and cultural diversity.</p>

Resources		
Video	Website	Document
<p>"O Canada: Our Home and Clichéd Land" – Infographic Map</p> <p>Map of Indigenous Peoples around time of Contact</p>	<p>Canada Now and In the Future – Canadian Geographic Lesson Plan on Resource Depletion</p> <p>Future Population Trends – Canadian Geographic Lesson Plan</p> <p>100 Years of Immigration to Canada – Middle School Canadian Geographic Lesson Plan (but great resources identified)</p> <p>Last Best West: Migration and Canadian Prairie Settlement – Lesson Plan</p> <p>Like Waves in the Shore: Settling Canada – Canadian Geography Lesson Plan</p> <p>We are all Treaty People – Lesson Plan</p> <p>Natural Resources Canada</p>	<p>Map of New Brunswick's First Nations</p> <p>Book, <i>Turtle Island: The Story of North America's First People</i> by Eldon Yellowhorn and Kathy Lowinger</p> <p>Book, <i>True North, Strong and Free: New Ways of Looking at Canada on the 150th Birthday of the Country</i> by Brian Arthur Brown (with maps)</p>

SCO 2.3 Students will analyse the impact of migration and immigration on identities in Canada.	
Concepts and Content (including but not limited to...)	I Can – exemplars:
Immigrant Migrant Immigration Policies Colonialism Residential System Treaties (Peace and Friendship, Land) Canadian Citizen Refugees/ Asylum seekers Migration Pull factor Push factor Cultural diversity Multiculturalism Please note: When looking for resources, and planning lessons, please intentionally include diverse perspectives including perspectives of Indigenous people, persons with disabilities, persons of different ethnicities, persons within the LGBTQ communities, persons of privilege and persons living in poverty.	I can explain why people migrate. I can explain push and pull factors. I can examine immigration patterns in Canada’s history. I can explain the impact of immigration on Canada. I can investigate the impact of immigration on Indigenous way of life. I can investigate the creation of the Residential System for Indigenous peoples. I can explain requirements for entering Canada as an immigrant or refugee. I can analyze the impact of immigration policies on immigration into Canada. I can debate about immigration in Canada. I can analyze art, literature, media, and music to describe immigration and its impact in Canada.

Resources		
Video	Website “What We Have Learned”: Truth and Reconciliation Report “The Survivors Speak”: Truth and Reconciliation Report First Nations Diary: Documenting Daily Life – Lesson Plan Peace and Friendship Treaties – Indigenous and Northern Affairs Canada Canadian Immigration Refugees and Asylum Seekers Canadian Multicultural Education Foundations Lesson Plans on Identity Voices Into Action: Lesson Plan on “Immigration” (you must register to gain initial access to this site) Push and Pull Factors of Immigration to Canada: We Are Canada Lesson Package “Strangers Becoming” - Lesson Plan from Classroomconnections Canadians on the Move – Canadian Geographic Lesson Plan Why do People Migrate – Canadian Geographic Lesson Plan Canada’s Immigrants: Cultural Mosaic in Graphs – Canadian Geographic Lesson Plan Going down the Road - Canadian Geographic Lesson Plan Terra: An Immigration Simulation – Lesson Plan	Document Book by Isabelle Knockwood, <i>Out of the Depths: The Experiences of Mi’kmaw Children at the Indian Residential School at Shubenacadie, Nova Scotia.</i> Poems by Rita Joe, including “I Lost My Talk”

GCO 3 Students will explore social responsibility.

SCO 3.1	Students will take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global).	
Concepts and Content (including but not limited to...)		I Can – exemplars:
<p>Civics Citizen Citizenship UN Declaration of Human Rights & John Peters Humphrey Canadian Charter of Rights and Freedoms UN Declaration of the Rights of the Child Individual Rights Collective Rights Global Citizenship</p> <p>Please note: When looking for resources, and planning lessons, please intentionally include diverse perspectives including perspectives of Indigenous people, persons with disabilities, persons of different ethnicities, persons within the LGBTQ communities, persons of privilege and persons living in poverty.</p>		<p>I can define citizenship.</p> <p>I can define rights and responsibilities.</p> <p>I can describe how the history of Canada has shaped our concepts of citizenship.</p> <p>I can discuss human rights as identified in the United Nations Declaration of Human Rights and the Canadian Charter of Rights and Freedoms.</p> <p>I can plan and carry out age-appropriate actions that demonstrate citizenship.</p>

Resources		
Video	Website	Document
	<p>“Cultivating Peace – Taking Action” Lesson Plan from Classroom Connections</p> <p>Canadian Citizenship Challenge</p> <p>Study Guide by Discover Canada</p> <p>Resources by Correctional Service Canada</p> <p>Amnesty International Canada</p> <p>Developing Active Citizenship Skills</p> <p>Human Rights Education</p> <p>Canadian Museum for Human Rights Toolkit & Resources</p> <p>Speak Truth to Power in Canada – Lesson Plans on Human Rights Issues</p> <p>What are Human Rights? – Lesson Plans</p> <p>Canadian Charter of Rights and Freedoms – Lesson Plan</p> <p>The Charter in the Classroom – Lesson Plan</p> <p>Being an Active Citizen – Grade 9 Resource Package</p> <p>Civix – in particular, secondary resources found at http://civix.ca/resources/category/secondary-lessons/</p> <p>These pages provide information about the various projects available for classrooms – Rep Day, Student Vote, Budget Consultations, and Newswise. In the second link, teachers will find 13 lesson plans on the political spectrum, governance and democracy, federal versus provincial governance, rights and responsibilities, and engaged citizenship. The final 4 lessons are very specific to Ontario but still have applications.</p>	<p>UN Declaration of Human Rights</p> <p>Canadian Charter of Rights and Freedoms</p> <p>United Nations Declaration of the Rights of the Child</p> <p>Book, <i>The Boy Who Was Bullied</i>, by Anne Scott</p>

SCO 3.2 Students will explain the structure and operation of governance in Canada.	
Concepts and Content (including but not limited to...)	I Can – exemplars:
Federal system Parliamentary democracy Municipal Government Provincial Government Federal Government First Past the Post Political Parties Party Platform Election Campaign Voting Age Section 93 of the Constitution Head of State Head of Government Governor General Prime Minister Cabinet House of Commons Senate Lieutenant Governor Premier Cabinet Legislature Mayor Provincial Courts Court of Appeals Supreme Court of Canada NATO NORAD United Nations Trade Relations & NAFTA	I can describe how democracy works in Canada. I can describe the operation and responsibilities of government at the municipal level. I can describe the operation and responsibilities of government at the provincial level. I can describe the operation and responsibilities of government at the federal level. I can describe the operation and responsibilities of band governance for at least one First Nation community in New Brunswick. I can describe the roles and responsibilities of executive, legislative and judicial branches of government. I can explain the election process for governance in Canada. I can identify official political parties in Canada. I can investigate the Federal government’s responsibility in the international community.

Resources		
Video	Website	Document
<p>Springtide 3-minute citizen videos on Canadian levels of government</p>	<p>Correctional Service Canada – Educational Resources</p> <p>Parliament of Canada: Learn about Parliament</p> <p>Parliament of Canada: Classroom Activities</p> <p>Legislative Assembly of New Brunswick</p> <p>Parliament of Canada: Current Members of Parliament</p> <p>Supreme Court of Canada: Educational Kit</p> <p>Civix (Student Vote, Student Budget) - in particular, secondary resources found at http://civix.ca/resources/category/secondary-lessons/</p> <p>These pages provide information about the various projects available for classrooms – Rep Day, Student Vote, Budget Consultations, and Newswise. In the second link, teachers will find 13 lesson plans on the political spectrum, governance and democracy, federal versus provincial governance, rights and responsibilities, and engaged citizenship. The final 4 lessons are very specific to Ontario but still have applications.</p> <p>Open Parliament: Current bills in Parliament</p> <p>Student Vote Activity Guide – Lesson Plans</p> <p>Elections Canada – Teachers’ Corner</p> <p>Elections New Brunswick – Teachers’ Toolkit</p>	

SCO 3.3 Students will examine persistent issues involving the rights, responsibilities, roles and status of individuals and groups in Canada.	
Concepts and Content (including but not limited to...)	I Can – exemplars:
First Nation Assembly of First Nations Indian Act of 1876 First Nation Governance (Chief, Elder, Council of Elders, Band Councils) Consensus Confederacy (Wabanaki Confederacy/Confederacy of the Four Nations) Section 35 of the Constitution Wampum belt Treaties (Peace and Friendship) Marshall Decision Office of Native Land Claims Suffrage Movement Multiculturalism, Cultural Diversity, Interculturalism Multiculturalism Policy Bill 101 & Official Languages Act Separatist Movement British North America Act & Constitution Act Advisory Council on the Status of Women Gender Disparity Gender Identity & Sexual Orientation Exceptionalities & Inclusion Standard of living/Economic Disparity Aging Population	I can define roles and responsibilities within Indigenous communities. I can investigate the traditional modes of self-governance among First Nations. I can investigate why some First Nation communities are seeking self-governance. I can investigate the historic and current work to end gender disparity in Canada. I can investigate the historic and current work to gain minority rights in Canada. I can investigate living conditions among all socio-economic classes in Canada. I can analyze art, literature, media, and music to describe rights, responsibilities, roles and status in Canada.

Resources		
Video	Website	Document
<p><u>Third World Canada</u> (password is: endthirdworld)</p>	<p><u>The Learning Circle: Classroom Activities on First Nations in Canada</u> – Unit 7 focuses on treaties and unit 8 focuses on self-governance</p> <p><u>Third World Canada Modules 1-4</u> (www.reconciliationeducation/teachers-nb) (Password is: TRC94). Download the modules, powerpoints, and maps.</p> <p><u>Truth & Reconciliation Calls to Action</u></p> <p><u>Indigenous and Northern Affairs Canada: The Government of Canada’s Approach to Implementation of the Inherent Right and the Negotiation of Aboriginal Self-Government.</u></p> <p><u>Indigenous and Northern Affairs Canada: Comprehensive Land Claim and Self-Government Negotiation.</u></p> <p><u>Centre for First Nations Governance (particularly, “A Brief History of Our Right to Self-Governance Pre-Contact to Present”).</u></p> <p><u>Indian Act</u></p> <p><u>Indigenous and Northern Affairs Canada: Peace and Friendship Treaties</u></p> <p><u>Women’s Suffrage In Canada Education Guide</u></p> <p><u>Black History in Canada Education Guide</u></p> <p><u>CBC Lesson Plan on NATO</u></p> <p><u>United Nations Association in Canada: Teachers’ Corner</u></p>	<p><u>Poverty or Prosperity: Indigenous Children in Canada</u></p> <p><u>Inequality Explained: Hidden Gaps in Canada’s Education System</u></p> <p><u>Broadbent Institute – Income Inequality</u></p> <p><u>Canada’s Neighbourhood Financial Health Index</u></p>

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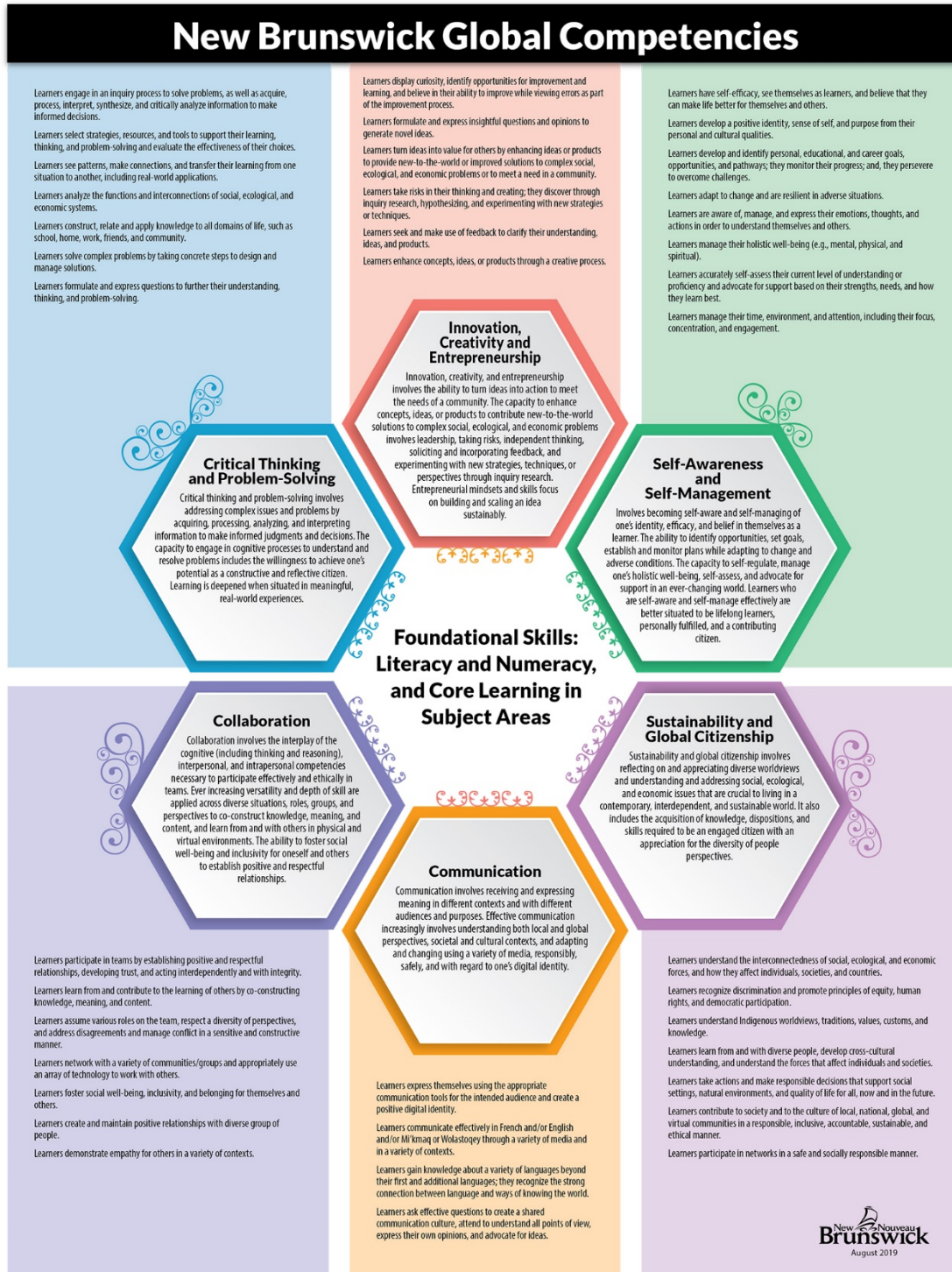
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6. Appendices

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 ONE 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 ONE 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, including web sites and videos, listed on the Social Studies ONE 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>

