

8SOCA



GRADE 8 SOCIAL STUDIES

CANADIAN STUDIES
*CANADA IN THE 20TH
CENTURY*



Curriculum Guide Pilot Draft

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Ontario History and Social Studies Teachers' Association

Ontario Ministry of Education

Prince Edward Island
Department of Education and Early Years
250 Water Street, Suite 101
Summerside, Prince Edward Island, Canada, C1N 1B6
Tel: (902) 438-4130. Fax: (902) 438-4062
www.gov.pe.ca/eecd/

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INTRODUCTION

This social studies course was developed by a committee whose deliberations were guided by consideration of the learners and input from teachers. The committee consisted of teachers and consultants with a diverse range of experiences and backgrounds in education. This curriculum was strongly influenced by current social studies research as well as developmentally-appropriate pedagogy.

Vision of Program

The vision for the Prince Edward Island social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada in an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embody the main principles of democracy — freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and citizens of Canada in an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies present unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of history and the social sciences (including geography, economics, political science, sociology, and anthropology), the humanities, literature, and the pure sciences;
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education through teaching and learning, and, at the same time, recognize and validate effective practices that already exist in many classrooms. More specifically, this curriculum guide

- provides detailed curriculum outcomes to which educators and others can refer to when making decisions concerning learning experiences, instructional techniques, and assessment strategies for the social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for the senior high school level in Prince Edward Island;
- promotes the effective learning and teaching of social studies for students.

Essential Graduation Competencies

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Lifelong Learning designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to

successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.

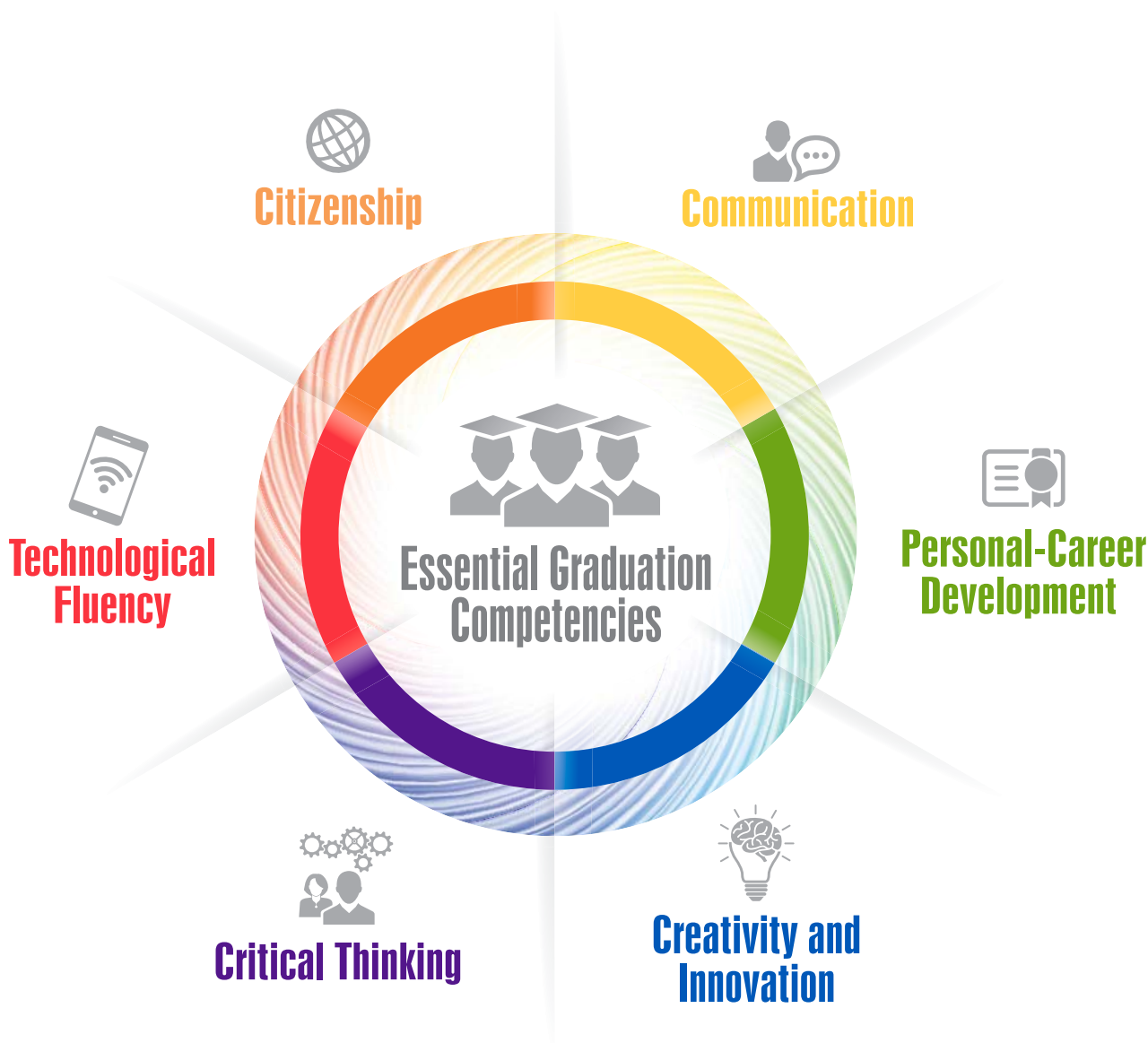


Figure 1. Essential Graduation Competencies



Critical Thinking

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.



Technological Fluency

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.



Citizenship

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion; promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.



Communication

Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.



Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.



Creativity and Innovation

Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

CURRICULUM DESIGN

General Curriculum Outcomes

General curriculum outcome statements articulate what students are expected to know and be able to do upon completion of study in the Program Area.

Table 1. Program Area General Curriculum Outcomes

Strand	Description
GCO 1	Citizenship, Power, and Governance Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.
GCO 2	Individuals, Societies, and Economic Decisions Social studies provides students with the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision-making.
GCO 3	Culture and Diversity Students will be expected to demonstrate an understanding of culture, diversity, and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.
GCO 4	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.
GCO 5	People, Place, and Environment Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.
GCO 6	Time, Continuity, and Change Students will be expected to demonstrate an understanding of the past, and how it affects the present and the future.

CURRICULUM DESIGN

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to... .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that support, define, and demonstrate the depth and breadth of the corresponding SCO.

Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner, are not a prioritized list of instructional activities, and are not a set of prescribed assessment items. Achievement indicators provide clarity and understanding to ensure instructional design is aligned to the SCO.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to... .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

Bloom’s Taxonomy

Bloom’s Taxonomy was published in 1956 as a framework for the purpose of classifying expectations for student learning as indicated by educational outcomes. David Krathwohl’s 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect students to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom’s Taxonomy will serve students, teachers, and administrators by:

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive process of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication

Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 2. Bloom’s Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

CURRICULUM DESIGN

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.

verb: demonstrate; cognitive process: APPLYING

SCO 5—demonstrate an understanding of the inequalities of power and authority in an evolving Canadian society.

Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 3. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left hand corner.
SCO Block	Appears in the coloured box; contains the cognitive process level
AI List	Appears in the body of the page immediately following the SCO.
EGC Map	Appears at the bottom of the page.

CURRICULUM DESIGN

Name of Curriculum Unit

Specific curriculum outcome (SCO)

Set of achievement indicators (AIs) indicating “breadth and depth” of SCO

Essential Graduation Competencies Map

CITIZENSHIP, POWER AND GOVERNANCE

SCO4	Learners are expected to ...					
	demonstrate an understanding of the inequalities of power and authority in an evolving Canadian society.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Cognitive process level for this particular SCO

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. identify power and authority in their lives;
- b. explain that not all Canadians have experienced citizenship in the same way;
- c. describe how the history of Canada has shaped our concept of citizenship;
- d. describe how key figures and groups in Canada have been marginalized or disempowered;
- e. describe the systemic factors leading to inequalities of power and authority in Canada;
- f. explain the relationship between historical events and present-day power dynamics in Canada;
- g. describe how cultural, social, and economic factors intersect with power and authority dynamics in Canada; and
- h. connect contemporary events in Canada to historical patterns of power and authority inequalities.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops students' understanding of themselves as learners.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page 9). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

Students should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.

Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning.

Assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction (formative)
- assessment as learning to involve students in self-assessment and setting goals for their own learning (formative)
- assessment of learning to determine student progress relative to curriculum outcomes (summative)

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analyzing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of students;
- are appropriate for the purpose of instruction and learning strategies used;
- are explicit and communicate to students and parents the expectations and criteria used to determine the level of achievement;
- are comprehensive and enable all students to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;
- accommodate the diverse learning needs and experiences of the students;
- allow for relevant, descriptive, and supportive feedback that gives students clear directions for improvement, and engages students in metacognitive self-assessment and goal setting that can increase their success as learners; and
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

SOCIAL STUDIES LEARNING ENVIRONMENT

Social and Emotional Learning (SEL)

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg & Cascarino, 2013).

The benefits of social and emotional learning (SEL) are well-researched. Evidence demonstrates that an education integrated with SEL yields positive outcomes for students, adults, and school communities. These findings include increased social and emotional skills, academic performance, mental wellness, healthy behaviours, school climate and safety, and positive lifetime outcomes (Durlak et al., 2011).

Students will experience a sense of belonging and emotional safety when teachers develop a supportive atmosphere where students feel valued and are encouraged to express their ideas and emotions. While SEL isn't a designated subject like history or math, it must be woven into a school's curriculum and community (Durlak et al., 2011; Wigglesworth et al., 2016). The following five skills provide examples of how social-emotional learning competencies can be incorporated into the curriculum:

Self-Awareness entails the understanding of one's own emotions, personal identity, goals and values. Integrating self-awareness involves planning activities and practices that help students understand and connect with their thoughts, emotions, and strengths and how they influence behaviour;

Self-Management entails skills and attitudes that help students to regulate emotions and behaviours. Integrating self-management involves developing students' organizational skills, resilience, and goal-setting abilities through structured activities, personalized learning plans, and providing consistent feedback;

Social Awareness entails recognizing the perspective of those with the same or different backgrounds and empathizing and feeling compassion. Integrating social awareness involves incorporating diverse perspectives, cultural contexts, and collaboration while encouraging students to understand and appreciate the broader societal implications of the content they are learning;

Relationship Skills entail the tools to establish and maintain healthy relationships and effectively navigate settings with different social norms and demands. Integrating relationship skills involves fostering collaborative projects, encouraging effective communication and teamwork, and enabling students to develop positive interpersonal connections that enhance their learning experience and

Responsible Decision-making entails the knowledge, skills and attitudes to make caring and constructive choices about personal behaviour and social interactions across diverse settings. Integrating responsible decision-making within lessons involves incorporating real-world scenarios, ethical considerations, and critical information analysis to make thoughtful choices.

SOCIAL STUDIES LEARNING ENVIRONMENT

Supporting English as an Additional Language (EAL) Learners

Multilingual learners add valuable experiences to the classroom. The linguistic knowledge and experiences of English as an additional language (EAL) students can extend the understanding of the linguistic diversity of all students. When the language, prior knowledge, and culture of EAL students are valued, respected, and incorporated into learning, the learning environment is enhanced.

Supportive learning includes classroom practices that affirm cultural values and leverage students' home language and prior knowledge. Making connections to content and language structures in their home language and English is encouraged when possible. It is also essential that EAL students make connections between their learning in English and learning in other curricular areas and use learning contexts in other subjects to practice, reinforce, and extend their language skills. Addressing the demands of the subject area and discussing how different forms, styles, and registers of English are used for various purposes will benefit students. Providing students learning English as an additional language with ample opportunities to use English in communicative ways and designing classroom activities to aid language development through active language use will support their learning.

It's essential to address barriers to equitable instruction and assessment for EAL students. By providing various ways for them to access content, demonstrate learning, and develop language skills, we can ensure their full participation and contribution to the classroom community. This approach not only benefits EAL students but also enhances the overall learning environment.

Indigenous Perspectives and Experiences

Indigenous history and culture are Canadian history and culture. For this reason, any understanding of Canadian citizenship requires an understanding:

- of Indigenous perspectives
- of Indigenous experiences
- that Indigenous Peoples hold a unique status in our nation and with that come unique rights and responsibilities

Indigenous perspectives and experiences are important parts of understanding citizenship, as they provide unique insights into the history, culture, and lived experiences of Indigenous peoples. By incorporating Indigenous perspectives into discussions and lesson plans on citizenship, educators can help students gain a more well-rounded understanding of the topic.

Indigenous perspectives can be incorporated into the classroom in many ways. For example, teachers can incorporate Indigenous stories, histories, and cultural practices into their lesson plans, and encourage students to learn more about Indigenous peoples and their experiences. Educators can also invite Indigenous guest speakers into the classroom to share their experiences and perspectives on citizenship and encourage students to engage in discussions and activities that explore the ways in which Indigenous people have contributed to the development of their communities and their countries.

Overall, incorporating Indigenous perspectives and experiences into discussions on citizenship can help gain a more nuanced and complete understanding of the topic, and can also help to foster a sense of inclusivity and respect the diverse experiences of indigenous peoples.

SOCIAL STUDIES LEARNING ENVIRONMENT

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem-solving, critical and creative thinking, and informed decision-making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate the varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this. To meet these challenges, the social studies program reflects a wide range of elements.

Political Discourse

Learning how to conduct political discourse and share ideas about political events is an important civic literacy tool. Our democracy relies on citizens being informed and being able to have civil conversations, respecting differences and sharing ideas.

In Controversy in the Classroom: The Democratic Power of Discussion, Diana Hess makes the case that classrooms are the ideal place for advancing political discourse. Her central argument is threefold: (a) that classrooms are model sites for democratic discussions, (b) that teachers' pedagogical decision-making is the primary determinant of an effective discussion, and (c) that sustained education around controversial issues discussions potentially can advance discourse and political activism within the broader democratic communities to which we belong. Teachers should be sure to design classroom discussions with intention so that educational goals are met, learning is deepened and students improve their discussion skills. Perhaps most importantly, teachers must regulate and moderate the discussion. Political discourse involves giving reasons and responding to the views of others. The purpose of dialogue is not to beat opponents or make others in the community feel unwelcome. Instead, students seek to investigate differences with the intention of remaining friendly. It also requires participants to be open to having their views challenged by new information and the perspectives of others. It is also important to consider the context in which these perspectives are being shared and to ensure that they are presented in a respectful and thoughtful manner. By doing so, we can contribute to public discourse in a meaningful and productive way.

As a responsible citizen, it is important to formulate and communicate an informed perspective on various issues and topics. It is important that students are given opportunities to express themselves and their informed opinions through a variety of ways, including writing, speaking, and using social media.

Respectful of Diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment attempts to affirm the positive aspects of this diversity and fosters an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of the diversity of their backgrounds, students should be given equal access to educational opportunities to be successful at them.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Students do come with different attitudes, levels of knowledge, and points of view. These differences should not be obstacles but rather opportunities to rise above stereotypes and develop positive self-images. Students should be provided with collaborative learning contexts in which they can become aware of - transcend - their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious

SOCIAL STUDIES LEARNING ENVIRONMENT

experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students bring their critical faculties to information and knowledge to shape it into meaningful patterns.

Relevant and Significant

Since the intermediate learner is naturally critical of what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, the curriculum must provide learning situations that incorporate student interests, and that also encourage students to question their knowledge, assumptions, and attitudes. In doing so, students will come to understand and appreciate their own heritage and culture at a deeper level. History and contemporary studies play key roles as building blocks of social studies. The students' rational and critical involvement in learning about these areas plays an integral part in the development of individuals and citizens.

Equity and Diversity

The Prince Edward Island social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language(s) of each student and the many groups within our local, regional, national, and global communities.

Prince Edward Island, like all of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster an understanding of such diversity. The social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of society, and by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

Critical Thinking in Social Studies

Disciplinary thinking revolves around delving deep into subjects to understand them holistically, discern their implications, make informed judgements, and guide decision-making. This involves techniques such as questioning, predictive analysis, synthesis, examining diverse perspectives, recognizing values and core issues, spotting bias, and weighing various alternatives. When students acquire these disciplinary skills, they evolve into thinkers who can traverse beyond mere surface-level insights to a more profound understanding of the subjects at hand. These students partake in intricate inquiry processes, exploring intricate questions that might not always have straightforward answers.

In subjects within the social studies curriculum, students employ these disciplinary thinking skills when they assess, interpret, and evaluate the ramifications of events or actions. They craft and substantiate opinions based on informed perspectives. Critical to this process is the ability of students to understand and evaluate the perspectives and biases of others, discerning underlying intentions, and utilizing gathered insights to shape personal viewpoints or strategies aimed at impactful interventions.

Different students adapt to disciplinary thinking in myriad ways. While some prefer vocal discussions, questioning, and ideation, others might take a more observant and contemplative approach, weighing situations or texts prior to expressing their viewpoints. Key to nurturing disciplinary thinking skills in social studies is the ability of students to pose effective questions to interpret data, recognize biases in their resources, and understand the origins and implications of such biases.

The PEI social studies curriculum bolsters the development of these disciplinary thinking skills in every course, with an emphasis on inquiry and comprehensive skill development. Coupled with Concepts of Disciplinary Thinking, the curriculum sets clear expectations. While striving to meet these academic expectations, students are often required to discern the potential consequences of decisions. As they collate data from diverse resources, it's vital for them to interpret, detect biases, and discern the reasons behind such biases.

Critical literacy is integral to disciplinary thinking, prompting students to look beyond the overt message of a text, understanding both its explicit and implicit narratives, and discerning the writer's intent. This form of literacy extends beyond the realm of traditional critical thinking, emphasizing fairness, equity, and social justice considerations.

SOCIAL STUDIES LEARNING ENVIRONMENT

Disciplinary literate students critically analyze the worldviews presented in texts, assessing their alignment with their beliefs, understanding the beneficiaries of the text, and the influences on the reader.

Considerations for Program Planning In PEI Social Studies

Critically literate students recognize that text interpretation isn't an isolated endeavour. The meaning of a text is derived from multiple facets, including diverse cultural perspectives, the context of the text's creation, the background of the reader, information drawn from other sources, omissions in the content, and overlooked or muted voices.

In the context of PEI social studies, students with critical literacy can dissect media messages, discerning underlying motives and biases. They understand the potential slants in texts, media, and resources, delving into the reasons behind these biases, the determinants of content, and the overlooked perspectives. Armed with this understanding, they are prepared to construct their own informed perspectives on issues.

Educational experiences should facilitate critical discussions of various "texts" — books, TV shows, films, online content, advertisements, music, spoken words, art, and other forms of expression. This exploration equips students to grasp the intended societal impacts of these texts. It's pivotal to understand that communication isn't neutral; it serves various purposes, from information dissemination to persuasion.

A significant element of this curriculum is metacognition, encouraging students to introspect and evaluate their cognitive processes. These metacognitive skills, encompassing self-monitoring of learning, have emerged as crucial tools in honing thinking abilities across disciplines. In PEI social studies, students harness these skills throughout their investigations, ensuring their inquiries align with disciplinary thinking concepts. This continual self-reflection drives a richer and more profound investigative process.

Beyond inquiry and skill development, the social studies curriculum provides opportunities for students to introspect and assess their learning. As they cultivate practical, relational, communicative, and critical thinking abilities, students are prompted to evaluate their strengths, areas of growth, and monitor their progress. They're also motivated to seek necessary support, ensuring their academic and personal goals align. Across social studies topics, students are encouraged to apply their acquired knowledge and skills authentically — in classrooms, homes, peer interactions, and who truly value the relevance of social studies in their day-to-day lives.

The Concepts of Disciplinary Thinking

Disciplinary thinking in social studies refers to the use of specific methods and perspectives from the disciplines of history, geography, economics, political science, and sociology to understand and analyse social phenomena. This approach to studying society and culture helps to provide a more comprehensive and nuanced understanding of the complexities of human behaviour and social interactions. Disciplinary thinking in social studies can help students to develop critical thinking and analytical skills, as well as provide them with a deeper understanding of the world around them. The four concepts of political thinking – political significance, objectives and results, stability and change, and political perspective – serve as the foundation for all thinking and learning in Social Studies.

Table 4. Concepts of Disciplinary Thinking

HISTORY	GEOGRAPHY	POLITICAL STUDIES	ECONOMICS	LAW
Historical Significance	Geographical Significance	Political Significance	Economic Significance	Legal Significance
Continuity & Change	Patterns & Trends	Stability & Change	Trends & Variability	Continuity & Change
Cause & Consequence	Interrelationships	Objectives & Results	Cause & Consequence	Interrelationships
Historical Perspective	Geographical Perspective	Political Perspective	Economic Perspective	Legal Perspective
Evidence & Interpretation: evaluate multiple media sources for purpose, message, accuracy, bias, and intended audience.				
Ethical Considerations: construct ethical judgments about political issues, institutions, decisions, and developments.				

The concepts of disciplinary thinking found their roots in the work of Dr. Peter Seixas and the Historical Thinking Consortium. From this, the Ontario History and Social Studies Teachers’ Association developed similar models for political studies, economics and law.

SOCIAL STUDIES LEARNING ENVIRONMENT

Introduction to Inquiry-Based Learning

Inquiry-Based Learning (IBL) allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process. Inquiry into a global issue will require students to practise and refine their critical and creative-thinking skills. “Inquiry” and “research” are often used interchangeably within an educational context. While research often becomes the result of an inquiry process, it is the process itself — working with acquired information and reformulating it into newly-constructed meaning — emphasized in this course.

In order for students of social studies to become fully engaged in the inquiry process, they will need to draw upon prior knowledge, conduct preliminary research to help define the direction of their inquiry, and ask many questions. Classroom discussions about specific global issues may help them to decide where their inquiry will lead them. Current events portrayed in the media may also be catalysts for student inquiry, as may information from other sources. A research plan will ensure that students know what is expected of them and will provide a means of keeping track of progress throughout the inquiry unit.

Inquiry Stages and Skills

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities related to interaction with new information. Independent thinkers will practise multiple strategies to manoeuvre through an inquiry process. A typical inquiry process may follow three stages — Beginning Inquiry, Ongoing Inquiry, and Concluding Inquiry — each stage associated with specific skills and corresponding to sequential phases within the inquiry model used in this document. Note that there may be some overlap of phases.

Beginning Inquiry Stage (Planning and Retrieving)

- using prior and background knowledge as the basis for new inquiry;
- developing and refining a range of inquiry questions — finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue the inquiry.

Ongoing Inquiry Stage (Retrieving and Processing)

- evaluating information for accuracy, validity, appropriateness, relevance, and context;
- interpreting and contextualising information from different sources by identifying main ideas and supporting evidence, conflicting ideas, biases, and points of view;
- using technology to access and organize information collaborating with others to exchange new ideas and develop new understandings.

Concluding Inquiry Stage (Creating, Sharing, and Evaluating)

- using writing, media and visual literacy, and technology skills to create a product that expresses new understandings;
- using communication skills to share new understandings in a way that others can access, view, and use;
- using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property.

8SOCA



GRADE 8 SOCIAL STUDIES

CANADIAN STUDIES
*CANADA IN THE 20TH
CENTURY*



Curriculum Guide Pilot Draft

SOCIAL STUDIES 8SOCA OVERVIEW

Course Description

The grade 8 social studies curriculum draws largely on the discipline of history, but it includes elements of other social studies disciplines including economics, geography, and political science. The historical focus for grade 8 is the evolution of the Canadian nation through the 20th Century. 8SOCA encourages inquiry-based learning, inviting students to pose thoughtful questions, investigate historical events, and connect the past to the present. From the impact of world wars to pivotal social and cultural changes, students will gain an appreciation of Canada’s complex history while thinking critically about the factors that have shaped the nation’s identity.

Table 5. 8SOCA Units of Study

Disciplinary Thinking	The Historical Thinking Concepts focus on developing critical and analytical thinking abilities related to the study of history. It equips students with the necessary skills to understand and engage with historical concepts and inquiry.
Canadian Identities	What does it mean to be Canadian? Is there a single identity or is Canada made up of multiple identities? Students will explore how Canadians have experienced being Canadian in multiple ways. Understanding the factors that affect how we view ourselves as Canadians are explored.
Citizenship, Power and Governance	An understanding of how the lack of political and economic power has led to inequities and analyse the responses to these inequities helps students to better understand the governance structure of Canada.
Decades of Challenge and Change	Canada’s participation in global conflicts during the 20th century profoundly influenced its national identity and its position on the world stage. From the trenches of World War I to the battlefields of World War II, and from the Korean War to peacekeeping missions around the globe, Canadians played significant roles in various international conflicts, shaping the country’s identity and its perception of itself in the world.
Contemporary Canada	Students will understand current events and identify and analyse continuing and persistent questions in Canada’s history.
Historical Inquiry	Offers an opportunity for students to investigate issues, events, and developments of historic importance by utilizing the skills developed in unit 1.

SOCIAL STUDIES 8SOCA OVERVIEW

UNIT 1 - HISTORICAL THINKING CONCEPTS

The Historical Thinking Concepts form the foundation for subsequent historical inquiry. The use of historical inquiry allows students to investigate, organize and explain the past. Historical inquiry is the process of “doing history”. The historical inquiry process is circular in nature and begins with the students asking guiding historical questions. They then locate and analyse historical sources to establish historical evidence. The historical evidence is then used to construct historical interpretations that seek to answer the guiding historical questions.

Thinking historically means thinking critically. This means that the study of Canadian history involves much more than simply retrieving facts, or re-searching for answers that others have already found. Students need to be challenged to uncover information before they can think critically about how this information is significant in their own inquiries. It is important that they reach their own conclusions and not those of others. It requires that students make “reasoned judgments” to reach a justifiable conclusion to their inquiry. Students need to learn to use a variety of thinking strategies to help them sort and interpret various forms of information. In SOC8A, students will practice critical thinking skills and historical thinking concepts to build upon their previous knowledge and experience, while they are constructing new understandings. Critical thinking involves approaching a task or a question as a problem and then puzzling through various options to arrive at a reasonable solution or conclusion. While there does not have to be an absolute right or wrong answer, the response needs to be plausible and well thought out, not simply a personal opinion or guess. The way to help students through this thought process is to provide engaging critical challenges as they interact with new information.

Thinking historically requires an approach to instruction that is different from the transmission model which requires students to memorize facts and dates. Thinking differently and deeply about past events, people, or other historical aspects allows students to progress beyond a simple recall of information into the world of analyzing the “why” and the “wherefore” of what has gone before and how it is linked to the present. It is through this kind of interaction with the past that students can become engaged in debate and decision-making about their futures.

Six concepts in thinking called “Benchmarks of Historical Thinking” have been identified through the work of Peter Seixas at the University of British Columbia’s Centre for the Study of Historical Consciousness.

1) **Historical Significance**—Assess the significance of historical events, phenomena, people, and concepts using justifiable criteria. Why an event, person, or fact from our past is important, and why do we care (e.g., Who was William Cooper, and what is significant about his involvement in Prince Edward Island’s land issues in the 19th century?).

2) **Evidence**—Analyse who and what caused historical events to occur and what the consequences of those events were. Primary and secondary sources of information, and the bias and point of view expressed within (e.g., What do the letters home or the diaries of those delegates who met at the 1864 Charlottetown Conference really say about the idea of Confederation?).

3) **Continuity and Change**—Identify the continuities and changes in lives and conditions over time. That which has changed with time and that which has remained the same (e.g., How does the current movement to revive small rural halls reflect a link to past social trends in Prince Edward Island?).

4) **Cause and Consequence**—Analyse who and what caused historical events to occur and what the consequences of those events were.. The factors or reasons that created an impact in some way, or led to a decision (e.g., If France had not capitulated to the British in the mid-1700s how might life have been different for the Island’s Acadian population?).

5) **Historical Perspective**—Understand the ways diverse historical actors or groups understood, experienced, and interpreted historical events. Being able to put oneself into the shoes of an individual or group from the past in order to understand and empathize, understanding that there may be several different perspectives (e.g., What are the different reactions of marginalized Islanders, such as the Mi’kmaq, Acadians, and women to the decision to join Confederation?).

6) **Ethical dimensions**—Assess whether past actions were justified, assign historical responsibility to historical actors and groups for past actions, and make decisions about contemporary accountability to respond to injustices and sacrifices in the past. (Should we honour John A. Macdonald with a statue in Charlottetown?).

The historical concepts are the process skills that are embedded in the suggestions for teaching and learning and suggestions for assessment throughout this curriculum. It is not intended, nor is it productive to teach these skills in isolation. These skills must be a central part of the learning (doing history) in the classroom. There is an opportunity

SOCIAL STUDIES 8SOCA OVERVIEW

for diagnosis and remediation within the context of the learning activities in the classroom. For example, if it became apparent that there was confusion over the difference between primary and secondary sources, a mini-lesson could be built into a document study, but should not be the focus of a major study. Through integration and application, these skills can be improved and refined. Teachers should work closely with students to ensure that their suggestions for research are appropriate and reasonable. Teachers can also help students find a research focus by making available sample historical questions/topics and pertinent links to resources and materials.

Adapted from Denos and Case. Teaching about Historical Thinking. 2006

UNIT 2 - THE GEOGRAPHY OF CANADA

The vast and diverse geography of Canada has shaped who we are as a nation. “If the Canadian people are to find their soul, they must seek for it, not in the English language or the French, but in the little ports of the Atlantic provinces, in the flaming autumn maples of the St. Lawrence valley, in the portages and lakes of the Canadian Shield, in the sunsets and relentless cold of the prairies, in the foothill, mountain, and sea of the west, and in the unconquerable vastnesses of the north. From the land, Canada must come from the soul of Canada.” No study of the Canadian narrative would be complete without geographical inquiry. The fundamental question for students in this area of study is “How has where we live shaped how we live?”

Contemporary educational research advocates that geography and history are complementary subjects best taught together within the social studies curriculum. Effective social studies teachers cannot teach history without geography or geography without history.

The following outcome provides an overview of Canada’s geography. Please note that students will have been exposed to some world and Canadian geography in the elementary grades but there will not be significant prior knowledge in this area. The intent is to give students a working knowledge of our geography to enhance the study of history. The geographic perspective can enrich the study of history by helping students to grasp the significance of the location, the inevitability of change, and the importance of human perspectives at given times in the past. Helping students to become more informed geographically means teaching better history and preparing better citizens.

In grades 7 and 8, the focus is to make connections between geography and identity. Geographical inquiry is a process by which students learn about and enhance their geographical understanding. It involves individual or collaborative analysis that starts with geographical questions and proceeds through the collection, evaluation, interpretation and analysis of information to the development of conclusions and proposals for action. Students apply their geographical skills and use geographical tools to acquire, analyse and communicate geographical information. Inquiries may vary in scale and geographical context.

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UNIT 3 - CANADIAN IDENTITIES

Students are introduced to the concept of “identity” and the perspectives of various cultural groups in Canada. Learners begin to explore the idea of a Canadian Identity and what does it mean to be Canadian? Not all Canadians have not experienced Canada in the same way. In this outcome, learners engage in understanding how various factors, perspectives, and experiences may have shaped different understandings of the nation. Society may not be equal for all and not all perspectives have been equally represented. Learners will consider the perspectives of Canadians who have not had their voices heard and their needs met in Canadian society.

Exploring culture, diversity and identity allows students to examine shared values and their own sense of belonging, beliefs, traditions, and languages. This promotes students’ development of citizenship and identity and understanding of multiple perspectives, issues, and change. Students will examine the various expressions of their own and others’ cultural, linguistic, and social communities.

The concept of empowerment within this unit is intended to encourage active student inquiry with historical content and critical thought about the future of Canada. Students are asked to incorporate historical thinking strategies and concepts to help them build upon their prior knowledge of Canadian history. The theme is not intended to be addressed in isolation, but these skills and understanding will unfold as students embark upon their investigations into Canadian history.

UNIT 4 - CITIZENSHIP, POWER AND GOVERNANCE

The empowered Canadian citizen understands personal rights and responsibilities and the interplay among authority systems, citizens, and public policy. An understanding of the various ideologies and forms of power; the origins, functions, and sources of government power; and the roles played by individuals and groups is critical to informed citizenship. Students will examine how power is gained, used, and justified and how the protection of individual rights and freedoms is ensured within the context of constitutional democracy.

Social studies education plays a prominent role in enabling students to develop as responsible citizens. By its very nature, social studies provide numerous opportunities to develop the various elements of citizenship education. The integral features of citizenship education come from the social studies disciplines—students’ acceptance and fulfillment of roles as active and informed citizens in a pluralistic and democratic society.

The role of social studies is to develop the key values, attitudes, understanding, and skills necessary for students to become active and responsible citizens. Civically literate students are:

- more likely to vote;
- have a stronger and more consistent awareness of their political interests and how to advance them;
- are less likely to be influenced by negative or polarizing political messages;
- are more tolerant of different perspectives and adopt inclusive political views; and
- understand how our system of government at the local, provincial and federal level and how they can work within this structure to be heard.

As students develop an understanding of the forces that shaped our society, they begin to develop a frame of reference to consider the future. Students will examine how participation in the democratic process is a means for governments and citizens to effect change in their communities. They will explore how democratic principles and ideals are reflected in the structure and functions of their local and provincial governments.

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UNIT 5 -DECADES OF CHALLENGE AND CHANGE

Students will delve into the tumultuous period spanning from 1914 to 1999, exploring the multifaceted landscape of Canadian history. Beginning with the catalyst of World War I in 1914, students will examine how this global conflict reshaped Canada's identity, economy, and society. They will analyse the impact of significant events such as the Great Depression, the rise of Canadian nationalism, and the struggles for social justice, including women's rights and Indigenous rights movements. The unit will also spotlight Canada's role in World War II, the Cold War era, and the profound societal transformations of the post-war period, including immigration, urbanization, and the evolving nature of Canadian identity.

Throughout the unit, students will critically evaluate the key political, economic, and social changes that shaped Canada's trajectory during this pivotal period. They will explore primary sources, engage in historical inquiry, and develop their analytical skills to understand the complexities of Canada's past. By examining the interconnected challenges and changes across nearly eight decades, students will gain a deeper appreciation for the diverse forces that have shaped modern Canadian society and its place in the global arena.

UNIT 6 - CONTEMPORARY CANADA

The purpose of this unit is to bridge the gap between historical events and contemporary issues in Canada. By analysing the persisting questions that have shaped Canadian society, students will gain a deeper understanding of the complexities and nuances of the nation's past and its ongoing relevance.

Through analyse of current events in social studies students will be able to better;

- Understand the importance of current events in contextualizing historical themes in Canadian history.
- Analyse how past events have shaped and continue to shape current discussions and challenges in Canada.
- Foster critical thinking by comparing and contrasting historical narratives with contemporary perspectives.

By intertwining historical events with their modern counterparts, students will be able to see the lasting impact of Canada's past on its present, thereby gaining a more comprehensive and nuanced understanding of the nation's history.

UNIT 7 - HISTORICAL INQUIRY

The following outcomes in the area of historical inquiry provide opportunities for students to develop thinking and understanding of the past. The six Historical Thinking Concepts form the foundation for subsequent historical inquiry. The use of historical inquiry allows students to investigate, organize and explain the past. Historical inquiry is the process of "doing history". The historical inquiry process is circular in nature and begins with the students asking guiding historical questions. They then locate and analyse historical sources to establish historical evidence. The historical evidence is then used to construct historical interpretations that seek to answer the guiding historical questions.

Thinking historically means thinking critically. This means that the study of Canadian history involves much more than simply retrieving facts, or re-searching for answers that others have already found. Students need to be challenged to uncover information before they can think critically about how this information is significant in their own inquiries.

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It is important that they reach their own conclusions and not those of others. It requires that students make “reasoned judgments” to reach a justifiable conclusion to their inquiry. Students need to learn to use a variety of thinking strategies to help them sort and interpret various forms of information. In 8SOCA, students will practice critical thinking skills and historical thinking concepts to build upon their previous knowledge and experience, while they are constructing new understandings. Critical thinking involves approaching a task or a question as a problem and then puzzling through various options to arrive at a reasonable solution or conclusion. While there does not have to be an absolute right or wrong answer, the response needs to be plausible and well thought out, not simply a personal opinion or guess. The way to help students through this thought process is to provide engaging critical challenges as they interact with new information.

Asking students to think historically will require teachers to teach history differently. The traditional approach to the study of history is generally based on the factual recall of discrete pieces of information. Teaching history through historical thinking requires a different approach—problematizing history. In other words, it is no longer a search for a specific set of answers to a particular set of questions but a search for plausible or possible answers to open-ended questions. Students will be required to use multiple sources (evidence) to collect and then analyse data in order to arrive at a conclusion that they can defend. They will also be required to consider multiple perspectives in their inquiries and realize that a variety of views may exist. Teaching students to think historically also means adjusting assessment practices and shifting the focus of assessment from rote memorization of historic facts to assessing a student’s ability to use historical evidence to create an argument or to back up a conclusion to an open-ended inquiry question.

Thinking historically requires an approach to instruction that is different from the transmission model which requires students to memorize facts and dates. Thinking differently and deeply about past events, people, or other historical aspects allows students to progress beyond a simple recall of information into the world of analysing the “why” and the “wherefore” of what has gone before and how it is linked to the present. It is through this kind of interaction with the past that students can become engaged in debate and decision-making about their futures.

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Outcome Summary

The outcomes of 8SOCA are categorized into six units. These units and specific outcomes are designed to provide learners a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found starting on page 26.

Table 6. Summary of Specific Curriculum Outcomes for 8SOCA

Unit	Code	Learners are expected to ...
Disciplinary Thinking	DT1	evaluate the historical significance of individuals, groups and events in the development of the Canadian nation in the 20th Century.
	DT2	analyse continuity and change for particular individuals and groups at particular times and places in the 20th Century.
	DT3	evaluate the cause and consequence of events, decisions and actions in Canada history in the 20th Century.
	DT4	evaluate historical perspectives and accounts from different individuals and groups Canada during the 20th Century.
Canadian Identities	SCO1	explain the effects of human and physical geographic factors on Canadian identity.
	SCO2	interpret factors that influence a personal understanding of Canadian identity
	SCO3	analyse historical demographic changes and the movement of people to and within Canada.
Citizenship, Power & Governance	SCO4	demonstrate an understanding of the inequalities of power and authority in a changing Canadian society.
	SCO5	analyse the impact of government policies and the legacy of historical injustices on the Indigenous Peoples of Canada.
	SCO6	analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in Canada.
Decades of Challenge and Change	SCO7	demonstrate an understanding of Canada's participation in Global Conflicts and its effect on Canadian identity.
	SCO8	analyse how internal and external forces transformed Canada after World War II.
Contemporary Canada	SCO9	analyse continuing and re-emerging issues in Canada's history.
Inquiry	SCO10	evaluate issues, events, and developments of historical importance using the inquiry process and the Concepts of Historical Thinking.

SOCIAL STUDIES 8SOCA OVERVIEW

8SOCA Assessment Framework

The assessment framework describes the relative weighting of each domain (unit or cluster of outcomes) within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative student assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabus development.

Table 7. Assessment Framework for 8SOCA

Unit/Domain	Remember	Understand	Apply	Analyse	Evaluate	Create	Unit/ Domain Weight
*Disciplinary Thinking					DT1		Formative
				DT2			
					DT3		
					DT4		
Canadian Identities		SCO1					20%
		SCO2					
			SCO3				
Citizenship, Power, and Governance					SCO4		15%
				SCO5			
Decades of Challenge and Change					SCO6		40%
				SCO7			
				SCO8			
Contemporary Canada				SCO9			5%
*Inquiry					SCO10		20%

*The Disciplinary Thinking unit functions as the lens through which the content of 8SOCA can be viewed. As such, teachers are expected to explicitly teach the Disciplinary Thinking Concepts at the beginning of this course and continue to develop these concepts as student progress. Assessment of the Disciplinary Thinking Concepts will occur summatively through the inquiry process in SCO10.

DT1	Learners are expected to ...					
	evaluate the historical significance of individuals, groups and events in the development of the Canadian nation in the 20th Century.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- a. describe the concept of historical significance;
- b. describe the criteria to establish the historical significance of people, places and events;
- c. identify the importance of people, events, developments, or ideas using credible primary and secondary sources as evidence;
- d. demonstrate an understanding that significant events, people, or developments reveal an enduring or emerging issue in history or contemporary life;
- e. demonstrate an understanding that the events, people, or developments occupy a meaningful place in a narrative;
- f. demonstrate an understanding that historical significance varies over time and from group to group; and
- g. evaluate events, people, or developments for historical significance resulting in change.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Students can't possibly study all the events of the Twentieth Century in Canadian History. Historical significance is the process in which we make the choice of what events, people, places and ideas are important to study.

The past is everything that has happened before today, history is what we chose to remember. How do we determine what is worth remembering? Significant events include those that resulted in great change over long periods of time. The World Wars or Confederation pass the test for historical significance in this sense. But what could be significant about the life of everyday people? What about our own ancestors, who are clearly significant to us, but not necessarily to others? While these individuals may seem insignificant in the big picture they do reveal to us something about the time period in question and even more so reflect something that is important to students today. A key element to the teaching of history to young people is to find a way to make the past relevant to the student's present. Significance depends upon one's perspective and purpose. A historical person or event can acquire significance if we, the historians, can link it to larger trends and stories that reveal something significant for us today.

Aspects of Historical Significance:

The key to a more in-depth analysis of significance lies in the student being able to connect particular events or trends to others in a variety of ways:

Prominence at the time: To what extent was the event, person, or development recognized as important at the time?

Consequences: To what extent did the event, person, or development have deep consequences for many people over a long period of time?

Revealing: To what extent did the event, person, or development shed light on, or represent an emerging or enduring issue in the past or present?

GUIDING QUESTIONS

- How do historians determine what happened in the past?
- How do historians determine the historical significance of events, individuals, or developments in Canadian history?
- Are there different perspectives on the historical significance of certain events or figures in Canadian history? If so, what are they and why do they exist?(HT4)
- How does the concept of historical significance intersect with the study of Indigenous history in Canada?(SCO2)
- Why do we care, today, about certain events, trends, and issues in history?
- How do we make choices about what is worth remembering?
- How can an event, idea or issue become a catalyst for technological change?
- How can the concept of historical significance be applied to contemporary issues or developments in Canada?

DT2	Learners are expected to ...					
	analyse continuity and change for particular individuals and groups at particular times and places in the 20th Century.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- describe continuity and change as it relates to historical thinking;
- identify a historical turning point, the moment when the process of change shifts direction or pace;
- determine which things have stayed the same or changed over time for different people using inferences from multiple sources;
- analyse how an event may involve progress for some people and decline for others;
- construct a chronology of an event, personal issue or development; and
- explain links between past and current historical policies, decisions and responses.

✓	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency		Creativity and Innovation	

ELABORATIONS

Understanding change over time is central to historical thinking. So, too, is the need to recognize the constants that continue through time. The expression, “the more things change, the more they remain the same,” is only partly true; while things have changed in certain respects, they have also remained constant. How are historical changes interwoven with continuities? Continuity and change provide a fundamental way to organize the complex nature of the past. Changes happen at different places at different times in history, and even at the same time in different aspects of life. An example of this would be in how each modern nation has entered into its own industrial revolution at different periods of time.

The study of history is often mistaken as an endless list of names, places, events and dates from the past. Historians study different types of events through time and group these events based on topics or themes. As students start to understand history as a complex mix of continuity and change, they reach a new sense of the past. There was a multitude of things going on at any one time in the past. Some changed rapidly while others remained relatively static. Breaking historical events up based on categories makes it easier for people to identify changes and study the effects on people over time. Some general categories of events include Political, Economic, Social and Technology. For example, the decade of the 1910s in Canada saw a profound change in many aspects of life, but not much change in its forms of government. If students say “nothing happened in 1911,” they are thinking of the past as a list of events. Students can make judgments of continuity and change on the basis of comparisons between some point in the past and the present or between two points in the past, such as before and after Confederation in Canada. We evaluate change over time using the ideas of progress and decline. When considering continuity and change, we ask, how are lives and conditions alike over time and how have they changed?

Change in history usually occurs over a long period of time and it is often hard to pinpoint an exact moment of change. Therefore, it is easier to choose two different moments in history and compare them. However, when there is a sudden and clear change at a particular point in history, usually due to a single event, the event is usually referred to as a ‘Turning Point’ in history. “A turning point signifies a profound change in one or more of the arenas of human experience (political, social, economic, or cultural/intellectual). Turning points are characterized by change of such magnitude that the course of individual experiences and societal development begins to follow a new trajectory, shaped by a new set of possibilities and constraints.” (Mandell and Malone, 2007) Identifying events as turning points requires students to categorize cause and effect relationships because continuity and change are so closely tied to cause and consequence, student tasks may often join the two.

Aspects of Continuity and Change:

Interrelationships: Continuity and change are interrelated. Processes of change are usually continuous, not isolated into a series of discrete events.

Turning Points: Some aspects of life change more quickly in some periods than others. Turning points, perhaps even tipping points, help to locate change.

Progress and Decline: Change does not always mean progress. Weighing the positive and negative impacts is fundamental to evaluating change over time.

Chronology: You cannot understand continuity and change without knowing the order in which things happened.

GUIDING QUESTIONS

- How do historians determine what happened in the past?
- How do historians determine the historical significance of events, individuals, or developments in Canadian history?
- Are there different perspectives on the historical significance of certain events or figures in Canadian history? If so, what are they and why do they exist?(HT4)
- How does the concept of historical significance intersect with the study of Indigenous history in Canada?(SCO2)

DT3	Learners are expected to ...					
	evaluate the cause and consequence of events, decisions and actions in Canada history in the 20th Century.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

- Learners who have achieved this outcome should be able to ...
- a. describe cause and consequence as it relates to historical thinking;
 - b. explain that multiple causes may result in multiple consequences;
 - c. examine the decisions, actions of people that cause historical events;
 - d. conclude that causes vary in influence with some being more important than others.
 - e. analyse the social, political, economic, and cultural conditions that cause historical events;
 - f. determine intended and unintended consequences of decisions and actions, of people, and social, political, economic, and cultural conditions/events; and
 - g. argue how the events of history could have turned out differently given a change in a single action or condition or event.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Students will consider historical events in light of their impact on the present and into the future, and will explore cause and consequence, negative and positive impacts, intended and unintended consequences of policies, events, and decisions.

When studying historical events historians analyse cause and consequence relationships. As students study historical events, they will discover that things do not simply ‘happen’ without reason. Historical events are caused by events, people and decisions that occurred before them. Also, historical events create changes that have consequences long after the event is over. Central to cause and consequence is the active role, or agency, that people play in promoting, shaping, and resisting change in history. Causes are related to the motivations (or intentions) of any group or individual. They are multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term actions and events. Causes that are offered for any particular event may differ, based on the scale of the overall historical narrative, and the ideological perspectives and approaches of the historian. A thorough analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another? For example an examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause. The concepts of cause and consequence address who or what influenced events to occur and what the repercussions of those events were.

Aspects of Cause and Consequence:

- a) Historical change is a human construct but is done in contexts that impose limits on change. Constraints come from the natural environment, geography, and historical legacies, as well as other people who want other things. Human actors (agents) are thus in a perpetual interplay with conditions, many of which (e.g., political and economic systems) are the legacies of earlier human actions.
- b) Actions often have unintended consequences.

GUIDING QUESTIONS

- What were the causes of past events?
- Who or what made change happen?
- Who supported change?
- Who did not support change?
- Which effects were accidental?
- What were the effects?
- Which effects were intended?
- How did events affect people’s lives, communities, and the world?

DT4	Learners are expected to ...				
	evaluate historical perspectives and accounts from different individuals and groups in Canada during the 20th Century.				
	Remembering	Understanding	Applying	Analysing	Evaluating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- differentiate between current worldviews and those of other earlier periods of history;
- explain a point of view within a historical context;
- understand the historical context of historical actors;
- describe different perspectives of participants in a particular historical context;
- differentiate the perspectives of various historical actors; and
- evaluate the basis for conflicting narratives and perspectives on key issues and events in 20th-century Canadian history.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Students will develop an understanding of the diversity and uniqueness of people and that people have different perspectives and points of view. Those points of view are developed by one's previous experiences, cultural and family traditions, socio-economic status, and beliefs.

What was it like to live in times so different from our own; can we truly understand? The examination of a historical period or event from the perspective of those living at the time is a critical element of doing history because such study is grounded in the past—not the present. Historical perspective involves viewing the past through a variety of lenses. Taking historical perspectives means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. Our attempts to study the past are often clouded by our current contexts, beliefs and values, which obscure our understanding of the concerns, beliefs, and values of the people we are studying. At any one point, different historical figures may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to taking historical perspectives. Although it is sometimes called "historical empathy," historical perspective-taking is very different from the common-sense notion of identification with another person. Indeed, taking historical perspectives demands comprehension of the vast differences between us in the present and those in the past.

A worldview is defined as the generally accepted shared perspective by members of a cultural group. It explains why things happen. A worldview acts as a template providing people with a set of beliefs about the reality in which people find themselves.

Aspects of Historical Perspective-taking:

- a) Taking the perspective of historical actors depends upon evidence for inferences about how people felt and thought (avoiding presentism—the unwarranted imposition of present ideas on actors in the past). Empathetic leaps that are not based on evidence are historically worthless.
- b) Any particular historical event or situation involves people who may have diverse perspectives on it. Understanding multiple perspectives of historical actors is key to understanding the event.
- c) Taking the perspective of a historical actor does not mean identifying with that actor.

Guiding Questions:

- How does the accounting of historical events change when told from differing perspectives?
- What were the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past?
- How did their worldview affect their choices and actions?
- What values, skills, and forms of knowledge did people need to succeed?
- How did their worldview affect their choices and actions?

SCO1	Learners are expected to ...					
	explain the effects of human and physical geographic factors on Canadian identity.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

- Learners who have achieved this outcome should be able to ...
- a. identify and locate major landforms of Canada;
 - b. describe and account for the variation in physical landscape across Canada;
 - c. identify and locate major climatic regions of Canada;
 - d. explain the characteristics of Canada’s climatic regions and account for the variation among them;
 - e. explain where Canadians live and why communities are established in particular locations in consideration of physical and human factors;
 - f. explain the variations in growth due to human and physical factors; and
 - g. explain the effect of natural and human resources on regional prosperity;

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Elaboration

Canada is the world's second-largest country in area. It borders three oceans and extends across six time zones. Canada is not only geographically large — it is also incredibly diverse. The size and variety of Canada's geographic landscape, and the response of the diverse peoples who have inhabited it, have played a significant role in shaping Canadian identity(ies).

The physical processes which shaped, and continue to shape, present-day Canada are examined in this unit. (Note: Science 7 will have provided students with a solid foundation for this study.) The resulting “stage” on which Canada's history has played out is explored through an examination of the diverse physiographic regions of the country. The high mountains of British Columbia, the prairie fields of Saskatchewan, the tundra of Nunavut, and the craggy shores of Newfoundland and Labrador have all contributed to shaping Canadian identity and identities.

The regional reality of geography is explored and students will have the opportunity to discuss the issues that regionalization can raise within a nation. The concept of migration, introduced in Social Studies 7, is addressed further here. Finally, to gain another perspective on the uniqueness of the response of the people of Canada to its physical geography, students will undertake a comparative study of Canada and another nation with geographic similarities. This outcome focuses on the geographical concept of place which evaluates the significance of locations and what they are like. National Geographic outlines three key components of place: location, locale, and a sense of place. Location is the position of a particular point on the surface of the Earth. Locale is the physical setting for relationships between people, such as Atlantic Canada or the Rocky Mountains. Finally, a sense of place is the emotion attached to an area based on the experiences of the people who live there.

This outcome considers the importance of a place or region to the study of Canada and its history and identity. The concept of place is more than geographical location. Place is an area having unique physical and human characteristics interconnected with other places. It includes exploring the connections that exist between the geographical location and physical characteristics of a location, as well as analysing the unique relationships that exist in and between the physical and human characteristics of a particular place.

Physical characteristics: Includes a description of such things as mountains, rivers, beaches, topography, climate, and animal and plant life of a place. If a place is described as hot, sandy, fertile, or forested, these terms all paint a picture of the location's physical characteristics.

Human characteristics: Includes the cultural features of a place. These features include land use, architectural styles, forms of livelihood, religious practices, political systems, common foods, local folklore, means of transportation, and methods of communication.

Every place is a product of its history and is therefore likely to foster connections based on individual life events or historical events. SCO1 is not designed to be an in-depth study of Canadian geography but rather to allow students to develop a sense of place and put historical events into a geographical context.

SCO2	Learners are expected to ...				
	interpret factors that influence a personal understanding of Canadian identity.				
	Remembering	Understanding	Applying	Analysing	Evaluating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- define the concept of identity;
- describe attributes of identity;
- identify factors that connect Canadians to a common identity. Examples: multicultural, bilingual, northern...;
- identify examples from the arts and media that are expressions of Canadian culture and/or identity;
- connect historical and current events to a sense of identity;
- demonstrate an awareness of the beliefs, traditions and customs of groups and communities other than their own; and
- produce a visual and/or oral representation of their personal understanding of Canadian identity/identities.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential
✓ Communication	Technological Fluency	Creativity and Innovation	Graduation Competencies

ELABORATIONS

There has probably not been a more contested question in Canadian social studies than the question of what it means to be a Canadian. Many believe that the very fact that we ask this question is central to our identity. Is there one identity that fits all or is the lack of a consensus on a single, unified conception of the country the answer in itself? This outcome allows students to develop their version of what it means to be Canadian.

The demographics of Canada changed greatly through the 20th century. This outcome is designed to reinforce students to the concept of identity they were introduced to in grade 7 and to initiate the development of their understanding of Canadian identity(ies). Ideally, the subsequent units of the course will provide opportunities to deepen and personalize this initial understanding. This outcome provides an important foundation to ensure that the whole course is both powerful and meaningful. SCO2 allows students to explore identity and their concept of identity at the beginning of the course and to revisit this idea as the course progresses.

Appreciation of culture is integral to an understanding of one's self and who we are as a nation and how we have grown. The study of culture allows students to explore perspectives about traditions, beliefs, and values. Through this understanding, students are better equipped to recognize the similarities of their cultural traditions to those of others and to understand the reasons for the differences. Art, music, and literature form the core of this introductory unit. Students investigate the rich artistic tradition of what is now Canada and analyse how the land, the country, and its many different peoples, have been portrayed. The examination of various forms of artistic expression is intended to reach out to the diverse interests and talents of learners.

This outcome is designed to introduce students to the concept of identity and to initiate the development of their understanding of Canadian identity(ies). Ideally, the subsequent units of the course will provide opportunities to deepen and personalize this initial understanding. This first outcome, however, provides an important foundation to ensure that the whole course is both powerful and meaningful.

GUIDING QUESTIONS

- What factors contribute to Canada's unique cultural mosaic?
- How has Canada's history of colonization impacted indigenous identities and relations?
- How do Canadian symbols, such as the maple leaf or the Canadian flag, contribute to national identity?
- How does Canada's geography impact its identity and national character?
- How has immigration shaped Canadian identity over time?
- What values and principles are central to Canadian identity, and how are they reflected in Canadian society?
- How does Canada's bilingualism contribute to its national identity?
- How do different regions of Canada contribute to the overall Canadian identity?

SCO2

SCO3	Learners are expected to ...					
	analyse demographic changes, resulting from the movement of people to and within Canada, that continue to shape Canadian Identity.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- describe similarities and differences among people and communities;
- explain why people migrate and provide examples of push and pull factors; **(DT3)**
- demonstrate an understanding of the effect of government policy of migration and its impact ;
- identify and explain changing source areas for immigrants to Canada since 1867;
- describe how various groups have contributed to the culture and identity in Canada;
- explain the concept of multiculturalism as it applies to race, ethnicity, diversity, and national identity ;
and
- analyse challenges and benefits associated with preserving cultural diversity in Canada;

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential
✓	Communication		Technological Fluency	Creativity and Innovation	Graduation
					Competencies

ELABORATIONS

In this outcome, students will focus specifically on demographic changes and the movement of people within Canada. The objective is to foster a deep understanding of the factors that shaped Canada's population landscape during this pivotal century. By examining the patterns of immigration, migration, and internal movement, students will gain insights into the societal, economic, and cultural transformations that occurred.

In this outcome, teachers should engage students in activities that develop students' understanding of diversity and the uniqueness of individuals. Students will begin to understand that people may have different points of view about the same subject and may come to different conclusions on how to act. Those points of view are developed by previous experiences, cultural and family traditions, and beliefs.

Canada is viewed as having a history of being tolerant and accepting of minority groups, but not all Canadians have experienced being Canadian in the same way. Canadian treatment of minorities has not always been so positive. Students of 8SOCA will examine the resilience of newcomers to Canada and the legacy they have created in the building of our country. Students will develop an understanding of the diversity and uniqueness of people and that people have different perspectives and points of view. Those points of view are developed by one's previous experiences, cultural and family traditions, socio-economic status, and beliefs.

Canada is a nation of newcomers. From 1867 to 1914, the Canadian West opened for mass settlement and became home to millions of immigrant settlers seeking a new life. This immigration boom created key industries still important to Canada – like agriculture, mining, and oil. The wave of immigration from Europe following the two World Wars brought many new cultures, languages and religious groups to Canada. This resulted in many changes in government policy and the first laws to protect diversity. In 1971, Canada became the first country in the world to enact an official policy of multiculturalism, showing how valued diversity is in Canada's political and social landscape.

The Canadian Constitution of 1982 and its entrenched Charter of Rights and Freedoms protected multiculturalism. The Canadian Multiculturalism Act was introduced in 1988 and federal funding ensured ethnic groups would have assistance in preserving their cultures. Today, immigrants represent over 20 percent of the total Canadian population

GUIDING QUESTIONS

- How do stories of immigrants contribute to an understanding of the development of Canada?
- Why did certain groups choose to immigrate to Canada during specific periods in the 20th century?
- How did government policies shape the composition and size of immigrant populations?
- What were the social and economic effects of internal migration within Canada?
- In what ways did demographic changes contribute to the multicultural identity of Canada?
- How did migration patterns impact Indigenous communities, and what were the responses to these changes?

SCO4	Learners are expected to ...					
	demonstrate an understanding of the inequalities of power and authority in an evolving Canadian society.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

- Learners who have achieved this outcome should be able to ...
- a. identify power and authority in their lives;
 - b. explain that not all Canadians have experienced citizenship in the same way;
 - c. describe how the history of Canada has shaped our concept of citizenship;
 - d. describe how key figures and groups in Canada have been marginalized or disempowered;
 - e. describe the systemic factors leading to inequalities of power and authority in Canada;
 - f. explain the relationship between historical events and present-day power dynamics in Canada;
 - g. describe how cultural, social, and economic factors intersect with power and authority dynamics in Canada; and
 - h. connect contemporary events in Canada to historical patterns of power and authority inequalities.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

This outcome provides students with an opportunity to expand their knowledge of Indigenous people in Canada. While much of the focus of 7SOCA is on understanding the unique status of the First Peoples in Canada, in 8SOCA students will explore significant government policies in Canada that directly impacted Indigenous peoples, such as the Indian Act, residential schools, and the 60's Scoop. They'll delve into the ramifications of these policies, highlighting the societal, economic, and personal consequences experienced by Indigenous communities. Alongside this, the curriculum will introduce the concept of reconciliation, its origins in Canada, and the specific actions and intentions behind the Truth and Reconciliation Commission's Calls to Action.

Sensitivity is required to help students recognize that past injustices did occur and that these injustices caused and continue to cause social, spiritual and economic harm to many people. The issue to consider is what, if anything, should be done to address these past practices. Students should base their conclusions on the available factual evidence and not on racial preconceptions or emotional responses. This outcome can take a multi-dimensional approach, placing these policies and events within both historical and modern contexts. Students will be encouraged to link past policies with present-day issues faced by Indigenous communities, recognizing the enduring effects of historical decisions. Personal testimonies, multimedia sources, and primary documents will be utilized to offer a comprehensive understanding. The curriculum aims to bring the human aspect to the forefront, emphasizing the real-life narratives of those directly impacted.

Instruction will employ a combination of inquiry-based learning, critical thinking exercises, and collaborative group work. Teachers will facilitate student-led discussions after presenting them with open-ended questions related to the topic, promoting empathy and deeper understanding. Primary sources, like testimonies from survivors of the residential school system, will be integrated, offering students an authentic connection to the past. Reflective writing assignments and multimedia projects will serve as platforms for students to synthesize their understanding and express their viewpoints. Moreover, community engagement will be promoted. Guest speakers, preferably Indigenous community members or experts on reconciliation, will be invited to share their experiences, providing students with first-hand insights and fostering a connection to the community and the ongoing reconciliation process.

GUIDING QUESTIONS

- How have historical events, structures, and systems shaped and perpetuated inequalities of power and authority in Canada?
- How can an understanding of inequalities of power and authority in Canadian history foster empathy, critical thinking, and informed citizenship?
- Why do some groups in Canada experience inequity and inequality more than others?
- How does society disrupt patterns in inequity and inequality?
- What factors of inequity and inequality exist in your own community, province, country?
- How can we apply our understanding of inequalities of power and authority in Canadian society to advocate for positive change and social transformation?

SCO5	Learners are expected to ...					
	analyse the impact of government policies and the legacy of historical injustices on the Indigenous Peoples of Canada.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

- Learners who have achieved this outcome should be able to ...
- a. explain the concept of reconciliation and its importance in the Canadian context;
 - b. explain the intent of Indian Act on Indigenous cultures in Canada;
 - c. analyse the intended and unintended consequences of the residential school system?; (SCO9)
 - d. relate current events to historical policies or injustices, understanding the legacy and continued impact;
 - e. describe the intergenerational trauma caused by historical injustices such as the residential school system, reserve system, etc;
 - f. analyse the effectiveness and shortcomings of reconciliation initiatives; and
 - g. propose policies or initiatives that would further reconciliation and address historical injustices.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	✓ Technological Fluency	Creativity and Innovation	

ELABORATIONS

Through this outcome, students will come to understand the lasting impacts of the denial of Treaty Rights on the Indigenous People of Canada, including aspects of national policy such as the Indian Act and residential schooling. Learners should grow in their understanding of the history of Indigenous peoples in Canada. In 7SOCA students learned about the diverse culture and sophisticated societies of Canada's First Peoples, through this outcome, they will understand the systemic approach to assimilation and the subsequent intergenerational trauma felt in Indigenous communities. They will investigate the disintegrating recognition of Treaty Rights by non-Indigenous peoples, understanding the intent of decisions and their impacts, as well as the responses of the Indigenous peoples. In turn, they better understand the Indigenous communities' fight for self-governance and treaty recognition.

This outcome provides students with an opportunity to expand on their knowledge of Indigenous people in Canada. While much of the focus of 7SOCA is on understanding the unique status of the First Peoples in Canada, in 8SOCA students will explore significant government policies in Canada that directly impacted Indigenous peoples, such as the Indian Act, residential schools, and the 60's Scoop. They'll delve into the ramifications of these policies, highlighting the societal, economic, and personal consequences experienced by Indigenous communities. Alongside this, the curriculum will introduce the concept of reconciliation, its origins in Canada, and the specific actions and intentions behind the Truth and Reconciliation Commission's Calls to Action.

This outcome can take a multi-dimensional approach, placing these policies and events within both historical and modern contexts. Students will be encouraged to link past policies with present-day issues faced by Indigenous communities, recognizing the enduring effects of historical decisions. Personal testimonies, multimedia sources, and primary documents will be utilized to offer a comprehensive understanding. The curriculum aims to bring the human aspect to the forefront, emphasizing the real-life narratives of those directly impacted.

Instruction will employ a combination of inquiry-based learning, critical thinking exercises, and collaborative group work. Teachers will facilitate student-led discussions after presenting them with open-ended questions related to the topic, promoting empathy and deeper understanding. Primary sources, like testimonies from survivors of the residential school system, will be integrated, offering students an authentic connection to the past. Reflective writing assignments and multimedia projects will serve as platforms for students to synthesize their understanding and express their viewpoints. Moreover, community engagement will be promoted. Guest speakers, preferably Indigenous community members or experts on reconciliation, will be invited to share their experiences, providing students with first-hand insights and fostering a connection to the community and the ongoing reconciliation process.

GUIDING QUESTIONS

- Why did the Canadian government pursue a policy of assimilation through the Indian Act?
- What were the moral and ethical issues of assimilation?
- How have Indigenous communities or individuals advocated for their rights?
- How did attempts at assimilation impact Indigenous communities?
- What were the social consequences of reserves for First Nations communities?
- How have residential schools impacted and continue to impact Indigenous peoples and communities?
- How has the Truth and Reconciliation Commission of Canada impacted Indigenous advocacy?
- What were the intentions behind the implementation of the residential school system?
- Analyse how the Indian Act and other government decisions impacted civic conditions for Indigenous people

SCO6	Learners are expected to ...					
	analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in Canada.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- demonstrate an understanding of the impact of the Industrial Revolution on Canadian society;
- identify the factors leading to prosperity in the 20th Century;
- describe major technological changes in the 20th Century, such as the rise of the automobile, the advent of telecommunications, and the emergence of computer technology;
- explain how specific technological advancements led to shifts in job markets, urbanization, and industry growth or decline;
- describe the relationship between technological innovations and the movement from rural to urban living;
- identify major economic events, like booms, recessions, or depressions, and relate them to technological advancements or shifts; and
- analyse the impact of new technology on lifestyle in the 20th Century.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Throughout the 20th century, Canada experienced profound transformations driven by changing technology and socio-economic conditions, which had significant impacts on the prosperity and lifestyles of its diverse populations. As industrialization gained momentum, advancements in manufacturing, transportation, and communication technology revolutionized the Canadian economy. The rise of industries such as automobile manufacturing, steel production, and telecommunications not only spurred economic growth but also reshaped urban and rural landscapes, creating new opportunities and challenges for Canadians.

In urban centers, technological innovations fueled the expansion of industries and facilitated the growth of modern infrastructure, including transportation networks and high-rise buildings. This urbanization drew rural populations to cities in search of employment and improved living standards, leading to demographic shifts and cultural transformations. However, alongside economic prosperity, urbanization also brought about social disparities, including overcrowded housing, labour exploitation, and income inequality, which influenced the quality of life for many urban dwellers.

In rural areas, changing technology, such as mechanized farming equipment and improved agricultural practices, transformed traditional farming methods and increased agricultural productivity. While these advancements contributed to agricultural prosperity for some, they also led to the consolidation of farmland, the decline of small family farms, and the displacement of rural communities. Additionally, socio-economic conditions in rural areas were often shaped by factors such as access to education, healthcare, and infrastructure, which varied across different regions of Canada.

The analysis of changing technology and socio-economic conditions in 20th-century Canada provides valuable insights into the complex interplay between technological advancements, economic development, and social change. By examining the diverse experiences of Canadians across different regions, industries, and socio-economic backgrounds, students can gain a deeper understanding of the factors influencing prosperity and lifestyles in Canada and the enduring legacies of the 20th century on contemporary Canadian society.

GUIDING QUESTIONS

- How did advancements in technology during the 20th century shape the economic landscape of Canada?
- What were the major socio-economic shifts that occurred in Canada during the 20th century, and how did they impact the prosperity of different regions and communities?
- What role did industrialization play in shaping the socio-economic conditions of Canadian workers and their families?
- How did changes in agricultural practices and technology impact rural communities in Canada during the 20th century?
- How did government policies and programs, such as social welfare initiatives and economic development strategies, shape socio-economic conditions in Canada?
- In what ways did changing technology and socio-economic conditions impact the quality of life and lifestyles of Canadians across different socio-economic strata?
- What lessons can we learn from the experiences of Canadians during the 20th century regarding the relationship between technology, socio-economic conditions, and prosperity?

SCO7	Learners are expected to ...					
	demonstrate an understanding of Canada’s participation in global conflicts and its effect on Canadian society					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- Identify key global conflicts in which Canada has participated
- describe Canada’s various military roles and contributions in WWI and WWII;
- describe the impact of the World War I on Canada’s evolution from colony to nation;
- describe the impact of controversial decisions resulting from Canada’s participation in global conflicts (e.g., internments, 1917 election, and the conscription crisis’);
- analyse the difference in which Canada entered the two World Wars;
- evaluate Canada’s role in NATO and NORAD during and since the Cold War;
- evaluate the long-term effects of global conflicts on Canadian society, including their role in shaping national identity, values, and collective memory.
- examine the experiences of diverse groups of Canadians during global conflicts, including Indigenous peoples, women, immigrants, and minority communities.
- explain how the global conflicts were a catalyst for societal change (e.g., changing roles for women, minorities, children, governments, and the home front); and
- analyse the impact of global conflicts on Canadian society, economy, and culture.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Canada's participation in global conflicts during the 20th century profoundly influenced its national identity and its position on the world stage. From the trenches of World War I to the battlefields of World War II, and from the Korean War to peacekeeping missions around the globe, Canadians played significant roles in various international conflicts, shaping the country's identity and its perception of itself in the world.

During World War I, Canada's involvement in battles such as Vimy Ridge and Passchendaele not only demonstrated its military prowess but also fostered a sense of national pride and unity among Canadians. The sacrifices made by Canadian soldiers on the Western Front contributed to the growing recognition of Canada as a distinct nation within the British Empire.

World War II further solidified Canada's reputation as a key ally in the fight against tyranny and oppression. Canadian forces participated in crucial battles, including the Battle of the Atlantic, the Italian Campaign, and the D-Day invasion of Normandy. The wartime contributions of Canadian soldiers, sailors, and airmen helped to secure victory for the Allied forces and establish Canada as a respected member of the international community.

The Korean War marked Canada's first significant military engagement under the United Nations banner, highlighting its commitment to collective security and international peacekeeping efforts. Canadian troops served bravely in Korea, earning a reputation for professionalism and dedication to the cause of freedom and democracy.

Beyond direct military involvement, Canada's role in global conflicts also influenced its identity as a peacekeeping nation. In the aftermath of World War II, Canada emerged as a leading advocate for multilateral diplomacy and conflict resolution through organizations such as the United Nations and NATO. Canadian peacekeepers participated in numerous missions around the world, including in Cyprus, the Balkans, and Africa, earning a reputation for impartiality, professionalism, and humanitarianism.

Canada's participation in global conflicts during the 20th century had a profound effect on its national identity, shaping perceptions of Canadian values such as freedom, democracy, and human rights. By demonstrating an understanding of Canada's contributions to global conflicts and their impact on Canadian identity, students can gain insight into the country's evolving role in the international community and its enduring commitment to peace, security, and justice.

GUIDING QUESTIONS

- How did Canada's participation in global conflicts contribute to the shaping of Canadian identity?
- How was Canada's presence on the world stage shaped by its role in the Second World War and its growing participation in the international community?
- What were the political, economic, and social consequences of Canada's involvement in key global conflicts?
- How did the experiences of individuals during times of conflict influence their sense of Canadian identity?
- In what ways did global conflicts impact the development of Canada as a nation on the world stage?

SCO8	Learners are expected to ...					
	analyse how internal and external forces transformed Canada in the later half of the 20th Century.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify and describe key internal factors that influenced Canada's transformation during the latter half of the 20th century (e.g. the Quiet Revolution in Quebec, the emergence of multiculturalism, the impact of social movements);
- analyse the social, economic, and political impacts of internal and external forces on Canadian society (e.g. changes in governance, demographic shifts, economic trends);
- evaluate the significance of major events, policies, and decisions in Canada's history during the latter half of the 20th century (e.g. the patriation of the Constitution, the repatriation of Indigenous rights, and Canada's role in international conflicts, peacekeeping missions);
- compare and contrast the experiences of different regions, communities, and social groups in Canada;
- describe the idealism that developed in the 1960s by examining movements such as the civil rights movement, the women's rights movement, the peace movement, and environmentalism; and
- evaluate Canada's role as a global citizen through its involvement in the United Nations and other international organizations.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

The latter half of the 20th century marked a period of significant transformation for Canada, driven by a complex interplay of internal and external forces that reshaped the country's political, social, economic, and cultural landscapes.

Internally, Canada experienced profound changes in governance, social policy, and cultural identity. The Quiet Revolution in Quebec during the 1960s challenged traditional power structures and led to the secularization of society, the rise of Quebec nationalism, and demands for greater autonomy within the federation. The emergence of multiculturalism as an official policy in the 1970s reflected Canada's growing diversity and commitment to inclusivity, while debates over official bilingualism underscored tensions between English and French linguistic communities.

Economically, Canada underwent a process of industrialization and urbanization, fueled by post-war reconstruction, technological advancements, and increased global trade. The discovery of oil in Alberta's tar sands and natural gas in Western Canada led to the development of resource-based economies and rapid economic growth in the Prairie provinces. However, economic prosperity was not evenly distributed, leading to disparities between resource-rich regions and manufacturing centers, as well as challenges such as inflation, unemployment, and economic inequality.

Externally, Canada's geopolitical position and international relations were shaped by the dynamics of the Cold War, decolonization, and globalization. As a founding member of NATO and a close ally of the United States, Canada played a significant role in Cold War geopolitics, contributing troops to peacekeeping missions, participating in arms control negotiations, and engaging in diplomatic efforts to promote peace and stability. Canada also faced challenges in its relations with Indigenous peoples, as demands for land rights, self-government, and recognition of treaty rights gained momentum.

Culturally, Canada experienced a renaissance in literature, art, music, and film, with artists such as Margaret Atwood, Leonard Cohen, and David Cronenberg gaining international acclaim. The emergence of feminist, LGBTQ+, and Indigenous movements challenged traditional norms and contributed to a broader reimagining of Canadian identity.

Overall, the analysis of internal and external forces that transformed Canada in the latter half of the 20th century provides valuable insights into the country's evolution as a modern nation-state. By examining the interconnectedness of political, economic, social, and cultural factors, students can gain a deeper understanding of the complexities of Canadian history and the enduring legacies of the 20th century on contemporary Canadian society.

GUIDING QUESTIONS

- How did internal and external forces interact to shape Canada's development and transformation in the latter half of the 20th century?
- How did Canada's identity, both domestically and internationally, evolve in response to changing social, economic, and political dynamics?
- What were the challenges and opportunities presented by Canada's engagement with global events, alliances, and conflicts?
- To what extent did Canada's transformations during this period contribute to shaping contemporary Canadian society, politics, and culture?
- How did different regions, communities, and social groups experience and respond to the changes and transformations in Canada during the latter half of the 20th century?
- How can an understanding of Canada's history in the latter half of the 20th century inform our perspectives on current challenges and opportunities facing the country?
- What are the ethical considerations and complexities involved in analyzing the impact of internal and external forces on Canada's transformation during this period?

SCO9	Learners are expected to ...					
	analyse continuing and re-emerging issues in Canada's history.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- describe issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues; (DT4)
- explain how emerging issues impact the quality of life, citizenship and identity in Canada;
- identify important issues that persist in Canadian society; (DT1)(DT3)
- explain the significance of events, people, places, and objects; (DT1)
- identify multiple perspectives on an issue; (DT4) and
- analyse issues of historical significance in terms of their causes and impact. (DT1)(DT3)

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential
✓ Communication	Technological Fluency	Creativity and Innovation	Graduation
			Competencies

ELABORATIONS

Analyzing continuing and re-emerging issues in Canada's history within the context of current events provides students with an understanding of how historical legacies intersect with contemporary challenges and opportunities. In the 21st century, Canada continues to grapple with ongoing issues that have deep roots in its history, as well as emergent challenges that shape its present and future trajectory.

One such issue is the reconciliation process with Indigenous peoples, which remains a prominent and urgent concern in Canadian society. Recent events, such as the discovery of unmarked graves at former residential school sites and ongoing legal battles for Indigenous land rights, highlight the ongoing impacts of colonialism and the need for meaningful action towards truth, healing, and reconciliation. In conjunction with SCO5 students can explore how historical injustices, such as the Indian Act and the legacy of residential schools, continue to reverberate in contemporary debates over Indigenous rights, self-determination, and socio-economic disparities.

The struggle for social justice and equality remains a pressing issue in Canada, as evidenced by recent movements and protests advocating for racial justice, gender equality, and LGBTQ+ rights. Students can examine how historical patterns of discrimination and exclusion persist in areas such as policing, education, and employment, and explore how contemporary movements like Black Lives Matter, Me Too, and Pride intersect with broader efforts to address systemic inequalities and promote social inclusion and diversity.

Environmental sustainability and climate change have emerged as critical issues in Canada's history and current affairs. Students can analyse how historical practices of resource extraction, industrialization, and urbanization have contributed to environmental degradation and climate change, and explore current debates and policies surrounding carbon emissions, renewable energy, and conservation efforts. Recent events, such as wildfires, floods, and heatwaves, underscore the urgent need for climate action and resilience planning in Canada and globally.

By connecting historical legacies with current events, students develop a nuanced understanding of Canada's past, present, and future challenges. 8SOCA aims to foster the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

GUIDING QUESTIONS

- What are the main issues or events currently capturing public attention and why?
- What are the underlying causes or factors contributing to the current events? (DT3)
- How are various stakeholders, such as governments, organizations, or individuals, responding to the current events?
- What lessons can be learned from the current events, and how can they inform future decision-making or actions?
- Are there any ethical considerations or dilemmas associated with the current events?
- What are the potential long-term implications or changes that could result from the current events?

SCO10	Learners are expected to ...				
	evaluate issues, events, and developments of historical importance using the inquiry process and the Concepts of Historical Thinking.				
	Remembering	Understanding	Applying	Analysing	Evaluating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

- identify significant issues and perspectives in an area of inquiry of historical significance;
- use the inquiry process to evaluate information from a range of primary and secondary sources;
- evaluate the historical significance of individuals, events or developments; (DT1)
- analyse continuity and change for issues, events, or developments; (DT2)
- evaluate the cause and consequence of events, decisions and actions; (DT3)
- evaluate historical perspective and accounts from different individuals and groups; (DT4)
- analyse and evaluate arguments for bias, accuracy and validity; and
- support arguments with evidence and explanations.

✓	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential
✓	Communication		Technological Fluency	Creativity and Innovation	Graduation
					Competencies

ELABORATIONS

In order to explore history at a deeper level, students will use the inquiry process. Traditionally, our social studies students have been relegated to the role of note-takers and record-keepers. They read and write down information, memorize it, and then recall it on some form of summative assessment. In inquiry-based social studies, students explore complex and opened-ended questions. When students investigate these questions, they aren't acting as record keepers but as social scientists seeking to understand the world and share this understanding with others. As they investigate, students build knowledge that is deep and lasting, because their learning connects to their curiosities and interests – and because it has a real-world purpose: They use it to inform others, improve their community, or help set goals for the future.

Students will develop their ability to use the concepts of historical thinking when analyzing issues, events, and developments of historical significance. They will apply this process and related skills in a variety of contexts throughout the course, thereby enhancing their ability to solve problems and to be critically thoughtful and collaborative citizens in the various communities to which they belong. Students will use this process to investigate events, developments, and issues; find solutions to problems; reach supportable conclusions, and develop plans of action. The inquiry process has five basic components.

This outcome can serve as a bookend to the introductory unit. Whereas the first outcomes attempt to provide students with a foundation for their study of “Canadian Identity,” this unit provides an opportunity for students to consolidate their understandings around the concept of identity. Students will participate in historical inquiry to demonstrate their personal understanding of “Canadian Identity”. Ideally, students will have the opportunity to share their work with other students, their parents, and members of the community.

INQUIRY PROCESS OVERVIEW

Formulate questions: Formulate questions related to the applicable overall expectation in order to identify the focus of their inquiry.

Gather and organize: Collect and organize relevant data, evidence, and/or information from primary and secondary sources and/or field studies.

Interpret and analyse: Analyse the data, evidence, and information using different types of graphic organizers as appropriate.

Evaluate and draw conclusions: Synthesize data, evidence, and/or information, and make informed, critical judgments based on that data, evidence, and/or information.

Communicate: Communicate judgments, decisions, conclusions, predictions, and/or plans of action clearly and logically.

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