

Suggested curriculum links by province and territory for *Refuge Canada School Program*.

ALBERTA

Grade 6

Social studies

6.S.1 develop skills of critical thinking and creative thinking:

- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue

Grade 7

7.S.1 develop skills of critical thinking and creative thinking:

- re-evaluate personal opinions to broaden understanding of a topic or an issue

7.S.2 develop skills of historical thinking:

- analyze historical issues to form or support an opinion

Grade 8

8.S.2 develop skills of historical thinking:

- distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations
- analyze the historical contexts of key events of a given time period

Grade 9

9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society

9.S.1 develop skills of critical thinking and creative thinking:

- evaluate, critically, ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue

9.S.7 apply the research process:

- reflect on changes of perspective or opinion based on information gathered and research conducted
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence



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ATLANTIC CANADA

Grade 6

Social studies outcome: Examine various perspectives to support a position on a local/national/international issue

English Language Arts

Outcome 1: Listening and Speaking Students will communicate effectively and clearly and respond personally and critically, respecting cultural contexts.

Outcome 5: Reading and Viewing Students will respond personally and critically to a range of culturally diverse texts

Grade 6 – 9

Social studies general curriculum outcome

Time, Continuity, and Change

F. Demonstrating an understanding of the past and how it affects the present and the future

Grade 7 – 9

English Language Arts curriculum outcomes:

1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
2. communicate information and ideas effectively and clearly, and to respond personally and critically



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BRITISH COLUMBIA /YUKON

Social studies

Grade 6, 7, 8, and 9

Curricular Competences

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Grade 6

Curricular Competences

- Construct arguments defending the significance of individuals/groups, places, events, or developments
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond

Content (Grade 6 & 7)

- International cooperation and responses to global issues
- Regional and international conflict

Grade 7 and 8

- Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past

Grade 9

Curriculum Competencies

- Compare and contrast continuities and changes for different groups at the same time period
- Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond

Content

- local, regional, and global conflicts
- discriminatory policies, attitudes, and historical wrongs



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MANITOBA

Social Studies: General learning outcomes for grades 6 – 9

Historical Connections: Students will explore how people, events, and ideas of the past shape the present and influence the future.

Global Interdependence: Students will explore the global interdependence of people, communities, societies, nations, and environments.

Power and Authority: Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Social Studies Skills for grades 6 – 9

- Skills for Active Democratic Citizenship
- Critical and Creative Thinking Skills
- Communication Skills

Grade 6

Suggested targeted specific learning outcomes

Identity, Culture, and Community: Students will explore the influence of culture and community on individuals and societies.

- KI-008: Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.

Global Interdependence:

- KG-044: Give examples of global events and forces that have affected Canadians from 1945 to the present.
- KG-045: Give examples of Canada's participation in the United Nations and other international organizations.
- KG-047: Give examples of Canada's connections to other regions of the world.

Power and Authority:

- KP-054: Identify factors that contribute to inequities in Canada and propose solutions.

Grade 7

General learning outcomes and suggested targeted specific learning outcomes

Historical Connections:

- VH-010: Appreciate history as an important way to understand contemporary life.

Global Interdependence:

- KG-034: Identify reasons why people emigrate.
- KG-035: Give examples of global cooperation to solve conflicts or disasters.



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MANITOBA CONTINUED

Power and Authority:

- KP-039: Give examples of government decisions that affect quality of life.

Grade 8

Historical Connections:

- KH-027: Identify various sources of historical evidence and information and explain how each enhances understanding of the past.
- KH-028: Explain the importance of knowing the past and understanding history.

Grade 9

Historical Connections:

- KH-029: Describe factors affecting demographic patterns in Canada since the beginning of the 20th century.
- KH-030: Describe social and cultural injustices in Canada's past.
- VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.

Global Interdependence:

- KG-038 Give examples of Canada's participation within international organizations.
- KG-039 Evaluate Canada's contributions to international aid and development.
- VG-012 Be willing to consider local, national, and global interests in their decisions and actions.
- VG-013 Value Canada's contributions to the global community.

Power and Authority:

- KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems.
- VP-016 Be sensitive to the impact of majority rule on minorities and marginalized groups.



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NORTHWEST TERRITORIES/NUNAVUT

Strand 6

Central question: Who are Canadians?

Strand 8

Attitudes:

- An appreciation of the historical context in which issues arise
- An appreciation that social issues are complex and may take time to resolve
- Open-mindedness, delaying judgment until evidence is considered
- A habit of making tentative judgments, then remaining open to new evidence
- An appreciation for the way in which knowledge of the past helps people to understand the present and see possibilities for the future

Skills:

- Create a timeline to show a sequence of historical events
- Draw inference, make generalizations and reach tentative conclusions from evidence about our changing world
- Support an opinion with factual information

Strand 9

Common learning experiences

- Create a visual model to show relationships among specific historical concepts or events

Skills:

- Arrange events, facts and ideas in sequence (occurrence/importance)
- Draw inferences from information



ONTARIO

Grade 6

Strand B. People and Environments: Canada's Interactions with the Global Community

B1. Application: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena

- B1.2 Analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance

B2. Use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

- B2.4 Interpret and analyse information and data relevant to their investigations, using a variety of tools
- B2.5 Evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

B3. Describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement

- B3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world

Grade 7

This activity is an opportunity to practice applying the concepts of historical thinking and historical inquiry, using the following suggested framing questions from the curriculum. Students will also develop their ability to gather and critically analyse evidence from primary and secondary sources in order to form their own conclusions about historical issues and events.

- Why is it important to consider various perspectives when analysing events or issues?
- What types of forces can bring about change?

Grade 8

This activity is an opportunity to practice applying the concepts of historical thinking and historical inquiry, using the following suggested framing questions from the curriculum. Students will also develop their ability to gather and critically analyse evidence from primary and secondary sources in order to form their own conclusions about historical issues and events.

- Is historical change always positive? How do we determine the nature of its impact?
- In what ways are Canadian rights and freedoms a result of the struggles of people in the past?
- What are some ways in which different people respond to challenges and create change?



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QUEBEC

Cycle Three (grade 6)

Social Sciences

Competency: To interpret change in a society and its territory

- Recognition of changes in the geographic and historical contexts of the society
- Use of pertinent arguments to justify his/her interpretation of change

Secondary Cycle 1 (Grade 7 and 8)

Social Sciences

Competency 1: Examines social phenomena from a historical perspective

- Contemplates the past of social phenomena
- Looks at social phenomena in their complexity
- Considers social phenomena in terms of duration

Competency 3: Constructs his/her consciousness of citizenship through the study of history

- Consider the factors that govern social participation
 - Makes connections between human action and social change

Secondary Cycle 2 (Grade 9+)

History and Citizenship Education

Competency 1: Examines social phenomena from a historical perspective

- Explores social phenomena in the light of the past
 - Seeks information about their context
- Considers social phenomena in terms of duration

Competency 2: Interprets social phenomena using the historical method

- Establishes the factual basis of social phenomena
 - Establishes the space-time framework
 - Identifies circumstances and actions



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SASKATCHEWAN

Grade 6 Social Studies

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.

- Outcome IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them.
- Outcome IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

Grade 7 Social Studies

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.

- Outcome IN7.1 Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.

Grade 8 Social Studies

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.

- Outcome DR8.3 Assess how historical events in Canada have affected the present Canadian identity.
 - Indicator A. Describe Canada's role in world conflicts since the beginning of the 20th century
 - Indicator E. Compare the perspectives taken in cases of injustice in Canadian history

Grade 9 Social Studies

Goal: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.

- Outcome IN9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society.

