






Fall

HOW THE FALL CURRICULUM CHARTS ARE ORGANIZED

The Learning Outcomes that follow from **Social Studies** must be taught during the FALL season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning. Social Studies outcomes identified in this chart also cross over to the WINTER season. ❄️

These **Social Studies** charts include suggested, although not exhaustive, connections to Nehiyaw Ways of Knowing and Land Based Learning. Throughout the year, teachers will collaborate and generate more/other ideas that will value add to the suggested connections.

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning FALL ELO rows are highlighted
7.1 Toward Confederation			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation. <i>As much as possible, use resources that share history from an Indigenous perspective, not a Eurocentric perspective</i>			
Values and Attitudes			
7.1.1 Appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)		 	
7.1.2 Appreciate the challenges of co-existence among peoples (C, CC, I, LPP)			Analyse how the different tribes co-existed across Canada, and more specifically in Alberta pre-confederation. Connect to current coexistence across Canada and examine worldviews (e.g., Black Lives Matter, Treaty rights, Mik Maq and the fishing rights)


Knowledge and Understanding

7.1.3 Compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- **What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)**
- **How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)? (CC, TCC, PADM)**
- What were the social and economic factors of European imperialism? (CC, I, TCC)
- **In what ways did European imperialism impact the social and economic structures of Aboriginal societies? (ER, GC, PADM, TCC)**



Look at how Aboriginal societies within the KTC area pre-confederation (eg. gender equality, extended family, etc.) and compare to the rest of Canada pre-confederation. Read Chief Billy Joe's stories that he posts on Facebook.

In some instances, leaders were appointed based on their skills - not voted in, and in some instances, leadership was passed down through hereditary lineage. Women were very important in decision making. When Treaties were signed, the men went to the women for advice before signing (even though only men were shown in the pictures. U of A Indigenous Canada online course speaks to the role of women.

Metis came into being. Overtime, men slowly changed their opinion/status of women based on the European influence - the roles were no longer balanced. *The Eighth Fire prophesy says that women will come back into power and finding their voice and Elders awakening (this topic will need to be approved by Elders/principal before discussing with students and Elders should be the ones talking about this).

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes <i>ELOs are bold; Others are need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning <i>FALL ELO rows are highlighted</i>
7.1.3 Compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues: (continued)	<ul style="list-style-type: none"> How was European imperialism responsible for the development of Acadia, New France and British settlements? (I, GC, PADM) 		
	<ul style="list-style-type: none"> Who were the key figures in the French exploration and settlement of North America? (CC, LPP, TCC) 		<p>Explore who the Indigenous key figures were at that time (eg. Olive Dickensen). Also speak to the fact that the French and the British would not survive if it were not for the Indigenous people. Look at the signatories of the early Treaties (peace and friendship treaties) to see who the key Indigenous figures were.</p>
	<ul style="list-style-type: none"> What roles did the Royal Government and the Catholic Church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)? (ER, GC, PADM, LPP) 		
	<ul style="list-style-type: none"> Who were the key figures in the British exploration and settlement of North America? (CC, LPP, TCC) 		<p>Explore who the Indigenous key figures were at that time (eg. Olive Dickensen). Also speak to the fact that the French and the British would not survive if it were not for the Indigenous people. Look at the signatories of the early Treaties (peace and friendship treaties) to see who the key Indigenous figures were.</p>
<ul style="list-style-type: none"> What role did the British government play in the settlement of North America? (PADM, ER, LPP, GC) 	<p>Discuss the two world views (British and Indigenous) colliding and how this played a role settlement. The British wanted land, resources and power and pushed this forward. Focus on presenting this history/ topic from the Indigenous perspective, as history books tend to be written with the European perspective. The UofA has great Indigenous based history resources.</p>		



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes

ELOs are bold; Others are *need to know* or *worth being familiar with*

Season

Nehiyaw Ways of Knowing and Land Based Learning

FALL ELO rows are highlighted



7.1.4 Assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

- **How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)**
- **How did the fur trade contribute to the foundations of the economy in North America? (ER, LPP, TCC)**
- **How was Britain's interest in the fur trade different from that of New France? (TCC, ER, GC)**
- How was economic development in New France impacted by the changing policies of the French Royal Government? (PADM, ER, GC, TCC)
- **What was the role of mercantilism before and after the 1763 Treaty of Paris? (ER, TCC)**

7.1.5 Assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:

- **In what ways did conflicts between the French and the British in Europe impact North America? (TCC, LPP)**
- How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? (I, C, LPP, GC)



The success of the early fur trade was heavily dependent on First Nations trapping the furs and trading with the French and British. Overtime, the Indigenous people flourished as they would play the two companies against each other to see which would pay more for the furs. Once First Nations started to flourish, the government cut them off.

The fur trade played a huge role in establishing settlements, exploring the land, marriages, making connections and amalgamations of different groups.

The British were all about getting the fur, in whatever way was most efficient whereas New France was willing to work with the Indigenous peoples - how the Metis came into being. Focus on building relationships and working with others - collaboration, compromise, listening, fairness.

Their wars (British and French) were about claiming territory. The Indigenous people also had their own wars amongst tribes and territory/land. Guns made wars more disastrous amongst Indigenous peoples.



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes

ELOs are bold; Others are *need to know or worth being familiar with*

Season

Nehiyaw Ways of Knowing and Land Based Learning

FALL ELO rows are highlighted



7.1.5 Assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues: (continued)

- **To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC)**
- **How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration? (LPP, ER, TCC)**



Because the British won this war, it is important to note that the British established control and the dominant language became English - the British foothold was in place.

The map of Canada and the Treaties changed as a result of the rebellion in the 13 colonies.

7.1.6 Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:

- **What was the role and intent of Chief Pontiac in controlling British forts? (PADM, TCC)**
- **How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? (PADM, TCC)**
- How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? (PADM, TCC)
- **What was the role of Chief Tecumseh in the War of 1812? (PADM, TCC)**
- **How did the War of 1812 contribute to British identity in Canada? (I, LPP, TCC)**
- **How did the War of 1812 contribute to defining Canada's political boundaries? (LPP, TCC, I)**







The Indigenous people were trying to push back, and eventually lost the support of the other tribes. The British realized the Indigenous people were not as easily walked over as they thought. An Indigenous hero.

The proclamation forbid settlers to claim Indigenous traditional lands. The maps changed again.

An example of standing up for justice, don't be afraid to do what's right. An Indigenous hero. Connect to contemporary Indigenous heroes who stand up for what they believe and change policy (eg. Pearl Calahasan) How can students of today stand up for what they believe in?

Include which indigenous group fought in the war of 1812 and why they fought.

Discuss the worldviews about imaginary lines and boundaries and how the Eurocentric view is different from the Indigenous view of lands

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning FALL ELO rows are highlighted 
7.1.6 Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues: (continued)	<ul style="list-style-type: none"> How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? (LPP, I, TCC) How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? (PADM, LPP, I, TCC) To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs? (PADM, LPP, TCC) To what extent was Confederation an attempt to strengthen the Maritime colonies? (GC, TCC, LPP) 	 	<div style="background-color: #f4a460; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: #f4a460; height: 20px; margin-bottom: 5px;"></div>
SKILLS AND PROCESSES FOR SOCIAL STUDIES			
Dimensions of Thinking			
7.5.1 Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue evaluate, critically, ideas, information and positions from multiple perspectives demonstrate the ability to analyze local and current affairs re-evaluate personal opinions to broaden understanding of a topic or an issue generate creative ideas and strategies in individual and group activities <ul style="list-style-type: none"> - access diverse viewpoints on particular topics, using appropriate technologies 	 	<div style="background-color: #f4a460; height: 20px; margin-bottom: 5px;"></div>
7.5.2 Develop skills of historical thinking:	<ul style="list-style-type: none"> analyze historical issues to form or support an opinion use historical and community resources to organize the sequence of historical events explain the historical contexts of key events of a given time period 		<div style="background-color: #f4a460; height: 20px; margin-bottom: 5px;"></div>

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7.S.2 Develop skills of historical thinking: (continued)	<ul style="list-style-type: none"> • distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events - create a simulation or a model, using technology that permits the making of inferences - identify patterns in organized information 		Project-based assignment
7.S.3 Develop skills of geographic thinking:	<ul style="list-style-type: none"> • construct and interpret maps to broaden understanding of issues, places and peoples of Canada (i.e., elevation, latitude and longitude, population density, waterways) 		
	<ul style="list-style-type: none"> • use geographic tools, such as geographical information system (GIS) software, to assist in preparing graphs and maps 		
	<ul style="list-style-type: none"> • interpret historical maps to broaden understanding of historical events • define geographic challenges and issues that lead to geographic questions - access and operate multimedia applications and technologies from stand-alone and online sources; e.g., GIS 		
7.S.4. Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> • predict outcomes of decision-making and problem-solving scenarios from multiple perspectives 		
	<ul style="list-style-type: none"> • propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making - articulate clearly a plan of action to use technology to solve a problem - identify appropriate materials and tools to use in order to accomplish a plan of action - use networks to brainstorm, plan and share ideas with group members - evaluate choices and progress in problem solving, then redefine the plan of action as necessary 		


Social Participation as a Democratic Practice

7.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- assume various roles within groups, including roles of leadership where appropriate
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- **consider the needs and perspectives of others**



7.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:






- support and participate in activities and projects that promote the well-being and meet the particular needs of their community

Research for Deliberative Inquiry



7.S.7 Apply the research process:

- **develop a position that is supported by information gathered through research**
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification
- organize and synthesize researched information
- **formulate new questions as research progresses**
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- practise the responsible and ethical use of information and technology



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7.S.7 Apply the research process: (continued)	<ul style="list-style-type: none"> include and organize references as part of research - plan and conduct a search, using a wide variety of electronic sources - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic - develop a process to manage volumes of information that can be made available through electronic sources - evaluate the relevance of electronically accessed information to a particular topic - make connections among related, organized data and assemble various pieces into a unified message - refine searches to limit sources to a manageable number - analyze and synthesize information to produce an original work 	 	
Communication			
7.S.8 Demonstrate skills of oral, written and visual literacy:	<ul style="list-style-type: none"> communicate information in a clear, persuasive and engaging manner, through written and oral means use skills of informal debate to persuasively express differing viewpoints regarding an issue • elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussions listen to others in order to understand their perspectives offer reasoned comments related to a topic of discussion - use selected presentation tools to demonstrate connections among various pieces of information 	 	<div style="background-color: #f4a460; height: 50px; margin-bottom: 10px;"></div> <div style="background-color: #d3d3d3; height: 150px;"></div>



7

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7.S.9 Develop skills of media literacy:	<ul style="list-style-type: none"> • analyze the impact of television, the Internet, radio and print media on a particular current affairs issue 	 	
	<ul style="list-style-type: none"> • detect bias on issues presented in the media 		
	<ul style="list-style-type: none"> • examine techniques used to enhance the authority and authenticity of media messages 		
	<ul style="list-style-type: none"> • examine the values, lifestyles and points of view represented in a media message <ul style="list-style-type: none"> - identify and distinguish points of view expressed in electronic sources on a particular topic - recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used 		








Winter

HOW THE WINTER CURRICULUM CHARTS ARE ORGANIZED

The Learning Outcomes that follow from **Social Studies** must be taught during the WINTER season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning. Social Studies outcomes identified in this chart also cross over from the FALL season  and to the SPRING season. 

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7.1 Toward Confederation			
 GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation. <i>As much as possible, use resources that share history from an Indigenous perspective, not a Eurocentric perspective</i>			
Values and Attitudes			
7.1.1 Appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)		 	
7.1.2 Appreciate the challenges of co-existence among peoples (C, CC, I, LPP)			Analyse how the different tribes co-existed across Canada, and more specifically in Alberta pre-confederation. Connect to current coexistence across Canada and examine worldviews (e.g., Black Lives Matter, Treaty rights, Mik Maq and the fishing rights)


Knowledge and Understanding

7.1.3 Compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:




- **What were the different ways in which Aboriginal societies were structured (i.e., Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)**
- **How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)? (CC, TCC, PADM)**
- What were the social and economic factors of European imperialism? (CC, I, TCC)
- **In what ways did European imperialism impact the social and economic structures of Aboriginal societies? (ER, GC, PADM, TCC)**



Look at how Aboriginal societies within the KTC area pre-confederation (eg. gender equality, extended family, etc.) and compare to the rest of Canada pre-confederation. Read Chief Billy Joe's stories that he posts on Facebook.

In some instances, leaders were appointed based on their skills - not voted in, and in some instances, leadership was passed down through hereditary lineage. Women were very important in decision making. When Treaties were signed, the men went to the women for advice before signing (even though only men were shown in the pictures. U of A Indigenous Canada online course speaks to the role of women.

Metis came into being. Overtime, men slowly changed their opinion/status of women based on the European influence - the roles were no longer balanced. *The Eighth Fire prophesy says that women will come back into power and finding their voice and Elders awakening (this topic will need to be approved by Elders/principal before discussing with students and Elders should be the ones talking about this).

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7.1.3 Compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues: (continued)	<ul style="list-style-type: none"> How was European imperialism responsible for the development of Acadia, New France and British settlements? (I, GC, PADM) 	 	
	<ul style="list-style-type: none"> Who were the key figures in the French exploration and settlement of North America? (CC, LPP, TCC) 		Explore who the Indigenous key figures were at that time (eg. Olive Dickensen). Also speak to the fact that the French and the British would not survive if it were not for the Indigenous people. Look at the signatories of the early Treaties (peace and friendship treaties) to see who the key Indigenous figures were.
	<ul style="list-style-type: none"> What roles did the Royal Government and the Catholic Church play in the social structure of New France (i.e., governor, intendant, Jesuits, religious congregations)? (ER, GC, PADM, LPP) 		
	<ul style="list-style-type: none"> Who were the key figures in the British exploration and settlement of North America? (CC, LPP, TCC) 		Explore who the Indigenous key figures were at that time (eg. Olive Dickensen). Also speak to the fact that the French and the British would not survive if it were not for the Indigenous people. Look at the signatories of the early Treaties (peace and friendship treaties) to see who the key Indigenous figures were.
<ul style="list-style-type: none"> What role did the British government play in the settlement of North America? (PADM, ER, LPP, GC) 	Discuss the two world views (British and Indigenous) colliding and how this played a role settlement. The British wanted land, resources and power and pushed this forward. Focus on presenting this history/ topic from the Indigenous perspective, as history books tend to be written with the European perspective. The UofA has great Indigenous based history resources.		



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes

ELOs are bold; Others are *need to know or worth being familiar with*

Season

Nehiyaw Ways of Knowing and Land Based Learning

WINTER ELO rows are highlighted



7.1.4 Assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:

- **How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)**
- **How did the fur trade contribute to the foundations of the economy in North America? (ER, LPP, TCC)**
- **How was Britain's interest in the fur trade different from that of New France? (TCC, ER, GC)**
- How was economic development in New France impacted by the changing policies of the French Royal Government? (PADM, ER, GC, TCC)
- **What was the role of mercantilism before and after the 1763 Treaty of Paris? (ER, TCC)**

7.1.5 Assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:

- **In what ways did conflicts between the French and the British in Europe impact North America? (TCC, LPP)**
- How did conflicts between the French and the British in Europe become factors in the Great Deportation of the Acadians in 1755? (I, C, LPP, GC)






The success of the early fur trade was heavily dependent on First Nations trapping the furs and trading with the French and British. Overtime, the Indigenous people flourished as they would play the two companies against each other to see which would pay more for the furs. Once First Nations started to flourish, the government cut them off.

The fur trade played a huge role in establishing settlements, exploring the land, marriages, making connections and amalgamations of different groups.

The British were all about getting the fur, in whatever way was most efficient whereas New France was willing to work with the Indigenous peoples - how the Metis came into being. Focus on building relationships and working with others - collaboration, compromise, listening, fairness.

Their wars (British and French) were about claiming territory. The Indigenous people also had their own wars amongst tribes and territory/land. Guns made wars more disastrous amongst Indigenous peoples.

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7.1.5 Assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues: (continued)	<ul style="list-style-type: none"> To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC) How was British North America impacted by rebellion in the 13 colonies and by the subsequent Loyalist migration? (LPP, ER, TCC) 	 	Because the British won this war, it is important to note that the British established control and the dominant language became English - the British foothold was in place.
7.1.6 Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> What was the role and intent of Chief Pontiac in controlling British forts? (PADM, TCC) 		The map of Canada and the Treaties changed as a result of the rebellion in the 13 colonies.
	<ul style="list-style-type: none"> How was the Royal Proclamation of 1763 an attempt to achieve compromise between the Aboriginal peoples, the French and the British? (PADM, TCC) 		The Indigenous people were trying to push back, and eventually lost the support of the other tribes. The British realized the Indigenous people were not as easily walked over as they thought. An Indigenous hero.
	<ul style="list-style-type: none"> How did the Québec Act of 1774 contribute to the foundations of Canada as an officially bilingual country? (PADM, TCC) 		The proclamation forbid settlers to claim Indigenous traditional lands. The maps changed again.
	<ul style="list-style-type: none"> What was the role of Chief Tecumseh in the War of 1812? (PADM, TCC) 		An example of standing up for justice, don't be afraid to do what's right. An Indigenous hero. Connect to contemporary Indigenous heroes who stand up for what they believe and change policy (eg. Pearl Calahasan) How can students of today stand up for what they believe in?
	<ul style="list-style-type: none"> How did the War of 1812 contribute to British identity in Canada? (I, LPP, TCC) 		Include which indigenous group fought in the war of 1812 and why they fought.
	<ul style="list-style-type: none"> How did the War of 1812 contribute to defining Canada's political boundaries? (LPP, TCC, I) 		Discuss the worldviews about imaginary lines and boundaries and how the Eurocentric view is different from the Indigenous view of lands



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes

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Season

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7.1.6 Assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues: (continued)

- How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? (LPP, I, TCC)
- **How was the Act of Union of 1840 an attempt to resolve the issues raised by the 1837 and 1838 Rebellions in Lower Canada and Upper Canada? (PADM, LPP, I, TCC)**
- To what extent was Confederation an attempt to provide the populations of Québec and Ontario with increased control over their own affairs? (PADM, LPP, TCC)
- To what extent was Confederation an attempt to strengthen the Maritime colonies? (GC, TCC, LPP)



7.2 Following Confederation: Canadian Expansions

GENERAL OUTCOME:

Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

As much as possible, use resources that share history from an Indigenous perspective, not a Eurocentric perspective

Values and Attitudes

7.2.1 Recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)

7.2.2 Recognize the positive and negative consequences of political decisions (PADM)

7.2.3 Appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)



Learn about different cultures immigrating to Canada and how these cultures have contributed to the country in a positive way. Discuss why Canada encourages immigration and migration within Canada and the impact on Indigenous/Canadian people.



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes



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Knowledge and Understanding


<p>7.2.4 Assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> • What factors led to Louis Riel’s emergence as the leader of the Métis? (TCC, PADM, I, CC) • What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885? (TCC, PADM, LPP) • How did the Government of Canada’s response to the Red River Resistance and the second Métis uprising solidify Canada’s control of the West? (TCC, PADM) • To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation? (PADM, I, C) • What were the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba? (TCC, PADM, I, CC) • How was the creation of Manitoba an attempt to achieve compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP) 	 	<p>Focus on the Metis perspective</p>
<p>7.2.5 Evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:</p>	<ul style="list-style-type: none"> • What factors led to the purchase of Rupert’s Land in 1869? (TCC, PADM, LPP) • How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP) • How did changing demographics resulting from Clifford Sifton’s immigration policies affect the collective identity of Francophones in communities across western Canada? (I, TCC, PADM) • How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP) • In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP) • What was the role of the North West Mounted Police in the development of western Canada? (PADM, TCC) 		<p>Focus on the Metis perspective</p>
			<p>Understanding the Asian community as Canadians</p>
			<p>NWMP followed British rules, policies and law with limited consultation with Indigenous peoples</p>



Big Idea, Major Concepts, GLOs

7.2.5 Evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues: (continued)

Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted
<ul style="list-style-type: none"> • What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC) 	 	
<ul style="list-style-type: none"> • What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from eastern Canada and the United States? (TCC, LPP, GC) 		<p>Religious people promoted the premise that the Indigenous peoples needed to be saved, and used that to encourage immigration to Canada</p>
<ul style="list-style-type: none"> • What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC) 		<p>Spread of disease; displacement of Indigenous people</p>
<ul style="list-style-type: none"> • How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM) 		
<ul style="list-style-type: none"> • How did immigrants from eastern Europe contribute to the development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (CC, ER, TCC, PADM) 		<p>Immigrants brought specific expertise and pioneered several innovative contributions and helped to improve the economy and quality of life</p>
<ul style="list-style-type: none"> • To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER) 		<p>Agricultural benefits</p>
<ul style="list-style-type: none"> • What factors led to British Columbia's joining Confederation? (TCC, LPP, PADM) 		
<ul style="list-style-type: none"> • What factors led to Prince Edward Island's joining Confederation? (TCC, LPP, PADM) 		
<ul style="list-style-type: none"> • How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan? (LPP, TCC, PADM) 		
<ul style="list-style-type: none"> • What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC) 		<p>Treaties were negotiated between sovereign nations. The Indigenous ancestors were thinking of the 7 generations to come when entering in negotiations. Indigenous people believed they agreed to share the land.</p>

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted
7.2.6 Assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> • What were the reasons for, and the consequences of, Newfoundland's joining Confederation? (PADM, TCC, I) • How did joining Confederation impact the citizens of Newfoundland? (C, I, PADM) • What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I) • What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I) • How has the Official Languages Act contributed to bilingualism in Canada? (PADM, C, I) • How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I) • What strategies and conditions are needed for the Franco-Albertan community to counter assimilation? (CC, I, PADM) 	 	
7.2.7 Assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> • What impact has increased urbanization had on rural communities in Canada? (LPP, CC) • How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM) • In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM) • What effects have La Société Radio-Canada (SRC) and the Canadian Broadcasting Corporation (CBC) had on Canadian identity? (I) 		Focus on gender roles specific to Indigenous women as compared to the European roles of women
			Focus on Indigenous communities as well as rural communities



SKILLS AND PROCESSES FOR SOCIAL STUDIES

Dimensions of Thinking

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

- determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
- **evaluate, critically, ideas, information and positions from multiple perspectives**
- demonstrate the ability to analyze local and current affairs
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
 - access diverse viewpoints on particular topics, using appropriate technologies










7.S.2 Develop skills of historical thinking:

- **analyze historical issues to form or support an opinion**
- use historical and community resources to organize the sequence of historical events
- explain the historical contexts of key events of a given time period
- **distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events**
 - create a simulation or a model, using technology that permits the making of inferences
 - identify patterns in organized information

7.S.3 Develop skills of geographic thinking:

- **construct and interpret maps to broaden understanding of issues, places and peoples of Canada (i.e., elevation, latitude and longitude, population density, waterways)**
- use geographic tools, such as geographical information system (GIS) software, to assist in preparing graphs and maps

Project-based assignment

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are need to know or worth being familiar with	Season	Nehiyaw Ways of Knowing and Land Based Learning WINTER ELO rows are highlighted
7.S.3 Develop skills of geographic thinking: (continued)	<ul style="list-style-type: none"> • interpret historical maps to broaden understanding of historical events • define geographic challenges and issues that lead to geographic questions <ul style="list-style-type: none"> - access and operate multimedia applications and technologies from stand-alone and online sources; e.g., GIS 	 	(Highlighted row)
7.S.4. Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> • predict outcomes of decision-making and problem-solving scenarios from multiple perspectives • propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making <ul style="list-style-type: none"> - articulate clearly a plan of action to use technology to solve a problem - identify appropriate materials and tools to use in order to accomplish a plan of action - use networks to brainstorm, plan and share ideas with group members - evaluate choices and progress in problem solving, then redefine the plan of action as necessary 		(Highlighted row)
Social Participation as a Democratic Practice			
7.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:	<ul style="list-style-type: none"> • assume various roles within groups, including roles of leadership where appropriate • identify and use a variety of strategies to resolve conflicts peacefully and equitably • consider the needs and perspectives of others 	 	(Highlighted row)
7.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:	<ul style="list-style-type: none"> • support and participate in activities and projects that promote the well-being and meet the particular needs of their community 		(Highlighted row)



Research for Deliberative Inquiry

7.S.7 Apply the research process:

- **develop a position that is supported by information gathered through research**
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification
- organize and synthesize researched information
- **formulate new questions as research progresses**
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- practise the responsible and ethical use of information and technology
- include and organize references as part of research
 - plan and conduct a search, using a wide variety of electronic sources
 - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
 - develop a process to manage volumes of information that can be made available through electronic sources
 - evaluate the relevance of electronically accessed information to a particular topic
 - make connections among related, organized data and assemble various pieces into a unified message
 - refine searches to limit sources to a manageable number
 - analyze and synthesize information to produce an original work





Big Idea, Major Concepts, GLOs

Specific Learning Outcomes
ELOs are bold; Others are need to know or worth being familiar with

Season

Nehiyaw Ways of Knowing and Land Based Learning
WINTER ELO rows are highlighted



Communication

7.S.8 Demonstrate skills of oral, written and visual literacy:

- communicate information in a clear, persuasive and engaging manner, through written and oral means
- **use skills of informal debate to persuasively express differing viewpoints regarding an issue**
- • elicit, clarify and respond appropriately to questions, ideas and multiple points of view in discussions
- listen to others in order to understand their perspectives
- offer reasoned comments related to a topic of discussion
- use selected presentation tools to demonstrate connections among various pieces of information



7.S.9 Develop skills of media literacy:

- **analyze the impact of television, the Internet, radio and print media on a particular current affairs issue**
- detect bias on issues presented in the media
- examine techniques used to enhance the authority and authenticity of media messages
- **examine the values, lifestyles and points of view represented in a media message**
- identify and distinguish points of view expressed in electronic sources on a particular topic
- recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used






Spring

HOW THE SPRING CURRICULUM CHARTS ARE ORGANIZED

The Learning Outcomes that follow from **Social Studies** must be taught during the SPRING season. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning. Social Studies outcomes identified in this chart also cross over from the WINTER season. ❄️

These **Social Studies** charts include suggested, although not exhaustive, connections to Nehiyaw Ways of Knowing and Land Based Learning. Throughout the year, teachers will collaborate and generate more/other ideas that will value add to the suggested connections.

 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes <small>ELOs are bold; Others are need to know or worth being familiar with</small>	Season	Nehiyaw Ways of Knowing and Land Based Learning <small>SPRING ELO rows are highlighted</small> 
7.2 Following Confederation: Canadian Expansions			
GENERAL OUTCOME: Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities. <i>As much as possible, use resources that share history from an Indigenous perspective, not a Eurocentric perspective</i>			
Values and Attitudes			
7.2.1 Recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)			Learn about different cultures immigrating to Canada and how these cultures have contributed to the country in a positive way. Discuss why Canada encourages immigration and migration within Canada and the impact on Indigenous/Canadian people.
7.2.2 Recognize the positive and negative consequences of political decisions (PADM)			
7.2.3 Appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)			

The Essential Learning Outcomes (ELOs) identified in these charts by the KTCEA working group are based on **their local context**. An educational authority from a different region of Alberta may identify different ELOs, based on their context. All outcomes in Alberta Education's Program of Studies must be taught, but what is deemed essential will look different, based on context.


Knowledge and Understanding

7.2.4 Assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:




- **What factors led to Louis Riel's emergence as the leader of the Métis? (TCC, PADM, I, CC)**
- **What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885? (TCC, PADM, LPP)**
- **How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West? (TCC, PADM)**
- **To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation? (PADM, I, C)**
- What were the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba? (TCC, PADM, I, CC)
- How was the creation of Manitoba an attempt to achieve compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP)





7.2.5 Evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- **What factors led to the purchase of Rupert's Land in 1869? (TCC, PADM, LPP)**
- How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP)
- How did changing demographics resulting from Clifford Sifton's immigration policies affect the collective identity of Francophones in communities across western Canada? (I, TCC, PADM)
- **How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP)**
- **In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP)**
- **What was the role of the North West Mounted Police in the development of western Canada? (PADM, TCC)**


Focus on the Metis perspective
**Understanding the Asian community as
Canadians**
**NWMP followed British rules, policies
and law with limited consultation with
Indigenous peoples**



 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know or worth being familiar with</i>	Season	Nehiyaw Ways of Knowing and Land Based Learning SPRING ELO rows are highlighted
7.2.5 Evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues: (continued)	<ul style="list-style-type: none"> • What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC) 	 	
	<ul style="list-style-type: none"> • What strategies were used by religious communities and missionaries to encourage migration and immigration to western Canada from eastern Canada and the United States? (TCC, LPP, GC) 		Religious people promoted the premise that the Indigenous peoples needed to be saved, and used that to encourage immigration to Canada
	<ul style="list-style-type: none"> • What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC) 		Spread of disease; displacement of Indigenous people
	<ul style="list-style-type: none"> • How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM) 		
	<ul style="list-style-type: none"> • How did immigrants from eastern Europe contribute to the development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (CC, ER, TCC, PADM) 		Immigrants brought specific expertise and pioneered several innovative contributions and helped to improve the economy and quality of life
	<ul style="list-style-type: none"> • To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER) 		Agricultural benefits
	<ul style="list-style-type: none"> • What factors led to British Columbia's joining Confederation? (TCC, LPP, PADM) 		
	<ul style="list-style-type: none"> • What factors led to Prince Edward Island's joining Confederation? (TCC, LPP, PADM) 		
	<ul style="list-style-type: none"> • How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan? (LPP, TCC, PADM) 		
	<ul style="list-style-type: none"> • What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC) 		Treaties were negotiated between sovereign nations. The Indigenous ancestors were thinking of the 7 generations to come when entering in negotiations. Indigenous people believed they agreed to share the land.

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7.2.7 Assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:	<ul style="list-style-type: none"> • What impact has increased urbanization had on rural communities in Canada? (LPP, CC) • How did the emergence of large factories in Canada contribute to the development of Canada's economy? (ER, PADM) • In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM) • What effects have La Société Radio-Canada (SRC) and the Canadian Broadcasting Corporation (CBC) had on Canadian identity? (I) 		<div style="background-color: #92d050; padding: 5px;"> Focus on Indigenous communities as well as rural communities </div>



SKILLS AND PROCESSES FOR SOCIAL STUDIES

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7.S.2 Develop skills of historical thinking:

- analyze historical issues to form or support an opinion
- use historical and community resources to organize the sequence of historical events
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- construct and interpret maps to broaden understanding of issues, places and peoples of Canada (i.e., elevation, latitude and longitude, population density, waterways)
- use geographic tools, such as geographical information system (GIS) software, to assist in preparing graphs and maps



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes

ELOs are bold; Others are *need to know* or *worth being familiar with*

Season

Nehiyaw Ways of Knowing and Land Based Learning

SPRING ELO rows are highlighted



7.S.3 Develop skills of geographic thinking: (continued)

- interpret historical maps to broaden understanding of historical events
- define geographic challenges and issues that lead to geographic questions
 - access and operate multimedia applications and technologies from stand-alone and online sources; e.g., GIS



7.S.4. Demonstrate skills of decision making and problem solving:

- predict outcomes of decision-making and problem-solving scenarios from multiple perspectives
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
 - articulate clearly a plan of action to use technology to solve a problem
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 - use networks to brainstorm, plan and share ideas with group members
 - evaluate choices and progress in problem solving, then redefine the plan of action as necessary

Social Participation as a Democratic Practice

7.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

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- consider the needs and perspectives of others



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- support and participate in activities and projects that promote the well-being and meet the particular needs of their community



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Season

Nehiyaw Ways of Knowing and Land Based Learning
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Research for Deliberative Inquiry

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- practise the responsible and ethical use of information and technology
- include and organize references as part of research
 - plan and conduct a search, using a wide variety of electronic sources
 - demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
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 - analyze and synthesize information to produce an original work




Communication

7.S.8 Demonstrate skills of oral, written and visual literacy:

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- identify and distinguish points of view expressed in electronic sources on a particular topic
- recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used