

GRADE 7: Canada: Origins, Histories and Movement of Peoples

OVERVIEW

Grade 7 students will explore the origins, histories and movement of peoples who forged the foundations of Canadian Confederation. They will examine how the political, demographic, economic and social changes that have occurred since Confederation have influenced ways in which contemporary Canada has evolved.

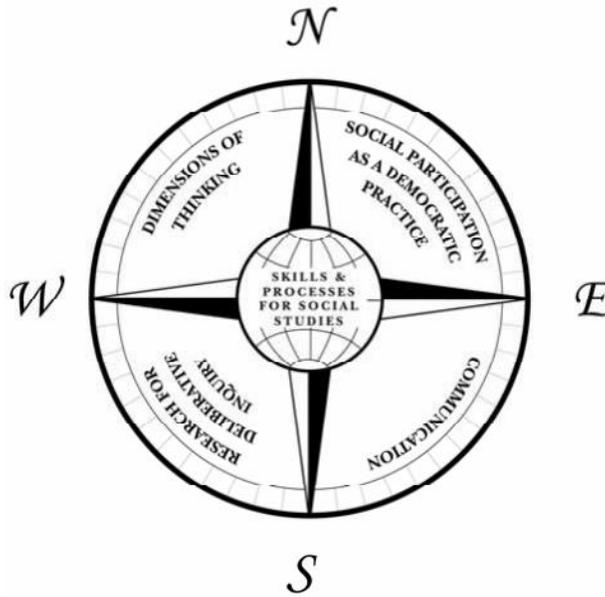
RATIONALE

Through an examination of events preceding and following Confederation, Grade 7 students will acquire an understanding of how Canada has evolved into a multicultural, bilingual, pluralistic and diverse society; and they will appreciate how these dimensions of Canada have affected citizenship and identity over time.

TERMS AND CONCEPTS

assimilation, colony, demographics, Great Deportation, immigration, imperialism, migration, National Policy, settlement, Treaty of Paris, urbanization

<p>General Outcome 7.1 Toward Confederation</p>	<p>General Outcome 7.2 Following Confederation: Canadian Expansions</p>
<p>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.</p>	<p>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.</p>
<p>Local and Current Affairs</p>	
<p>In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.</p>	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age-appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within the community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

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.

Specific Outcomes

◆ Values and Attitudes

Students will:

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)

◆ Knowledge and Understanding

Students will:

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)
- How was European imperialism responsible for the development of Acadia, New France and British settlements? (I, GC, PADM)
- Who were the key figures in the French exploration and settlement of North America? (CC, LPP, TCC)
- 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)
- Who were the key figures in the British exploration and settlement of North America? (CC, LPP, TCC)
- What role did the British government play in the settlement of North America? (PADM, ER, LPP, GC)

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)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

- 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)
- 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)

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)
- 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)

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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.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 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)

◆ Knowledge and Understanding

Students will:

- 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)
 - To what extent were the *Manitoba Schools Act* and evolving educational legislation in the Northwest Territories attempts to impose a British identity in western Canada? (I, PADM, TCC)
- 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)

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- 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)
- What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC)
- 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)
- What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC)
- 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)
- 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)
- To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER)
- What factors led to British Columbia's joining Confederation? (TCC, LPP, PADM)
- What factors led to Prince Edward Island's joining Confederation? (TCC, LPP, PADM)
- How were the needs of varied populations considered through the creation of Alberta and of Saskatchewan? (LPP, TCC, PADM)
- What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)

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:

- 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)

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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:

- 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)

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SKILLS AND PROCESSES FOR GRADE 7

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol $\frac{3}{4}$.

► DIMENSIONS OF THINKING

Students will:

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
- $\frac{3}{4}$ 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
- $\frac{3}{4}$ create a simulation or a model, using technology that permits the making of inferences
- $\frac{3}{4}$ 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
- interpret historical maps to broaden understanding of historical events
- define geographic challenges and issues that lead to geographic questions
- $\frac{3}{4}$ 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
- $\frac{3}{4}$ articulate clearly a plan of action to use technology to solve a problem
- $\frac{3}{4}$ identify appropriate materials and tools to use in order to accomplish a plan of action
- $\frac{3}{4}$ use networks to brainstorm, plan and share ideas with group members
- $\frac{3}{4}$ evaluate choices and progress in problem solving, then redefine the plan of action as necessary

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

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

Students will:

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
- ^{3/4} plan and conduct a search, using a wide variety of electronic sources
- ^{3/4} 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
- ^{3/4} develop a process to manage volumes of information that can be made available through electronic sources
- ^{3/4} evaluate the relevance of electronically accessed information to a particular topic
- ^{3/4} make connections among related, organized data and assemble various pieces into a unified message
- ^{3/4} refine searches to limit sources to a manageable number
- ^{3/4} analyze and synthesize information to produce an original work

► COMMUNICATION

Students will:

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
- $\frac{3}{4}$ 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
- $\frac{3}{4}$ identify and distinguish points of view expressed in electronic sources on a particular topic
- $\frac{3}{4}$ 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

Glossary of Terms and Concepts—Grade 7

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

assimilation	Process by which an individual or minority group loses its original culture when absorbed into another culture; in the context of colonialism, a policy of total integration of colonies into the colonizing country.
colony	Territory that is dominated by a foreign country.
demographics	Data that pertains to the population of a given region or country.
Great Deportation	British uprooting of up to 12 000 Acadians from their homes in Nova Scotia in October 1755. Confiscation of the land, homes, cattle and other belongings of Acadians was authorized by the British Crown.
immigration	Movement of people intending to establish a home and gain citizenship in a country that is not their native country.
imperialism	Policy of a country or empire to extend its authority or domination by political, economic or military means.
migration	Movement of people from one region of a country to another.
National Policy	Policy put in place by the government of John A. Macdonald, consisting of three major elements: a) the implementation of a series of tariffs to protect Canadian producers and products; b) the launching of the Canadian Pacific Railway to connect the central provinces to the Pacific coast by railroad; and c) the establishment of immigration policies aimed specifically at populating western Canada.
settlement	Establishment of people in a newly colonized region.
Treaty of Paris	Also known as the Royal Proclamation, the treaty signed in 1763 to mark the end of the Seven Years' War. Through this treaty, France ceded its North American territories to England, with the exception of St. Pierre and Miquelon.
urbanization	An increase in the number of people residing in cities and an extension of urban boundaries to include areas that were previously rural.

GRADE 8: Historical Worldviews Examined

OVERVIEW

Grade 8 students will examine issues related to contact between societies with differing worldviews. They will explore elements of worldviews and how these views are expressed by people living in different times and in different places. Through this inquiry, students will reflect on their own worldviews and assess the influence that the past has had on the present. Examples will be drawn from Japan, Renaissance Europe and Spanish and Aztec societies.

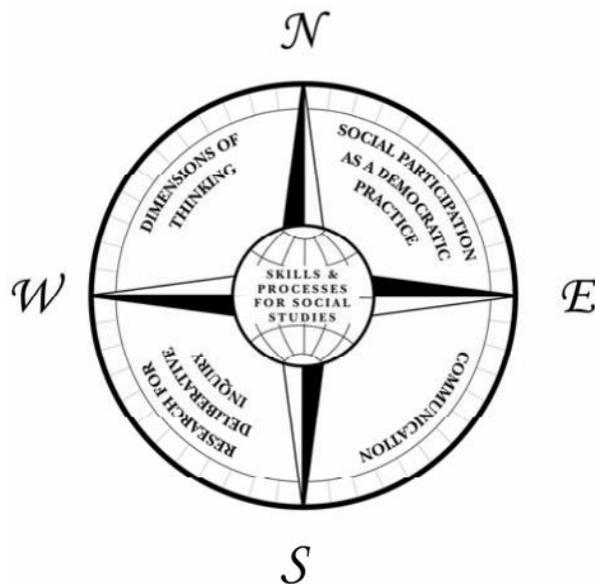
RATIONALE

Grade 8 students will learn how intercultural contact between societies leads to significant change and alters each society's worldview.

TERMS AND CONCEPTS

adaptation, contact, expansionist, humanist, imperialism, intercultural, isolation, Renaissance, social structures, society, worldview

General Outcome 8.1 From Isolation to Adaptation: Japan	General Outcome 8.2 Origins of a Western Worldview: Renaissance Europe	General Outcome 8.3 Worldviews in Conflict: The Spanish and the Aztecs
Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.	Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.	Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.
Local and Current Affairs		
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.		



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age-appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within the community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

8.1 From Isolation to Adaptation: Japan

General Outcome

Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP)**
- 8.1.2 appreciate how a society's worldview can foster the choice to remain an isolated society (C, I, TCC)**
- 8.1.3 appreciate how models of governance and decision making reflect a society's worldview (C, I, TCC, PADM)**
- 8.1.4 appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC)**

◆ Knowledge and Understanding

Students will:

8.1.5 analyze the effects of cultural isolation during the Edo period by exploring and reflecting upon the following questions and issues:

- In what ways did Japan isolate itself from the rest of the world? (PADM, LPP, CC)
- How did isolation during the Edo period lead to changes in Japan? (CC, PADM)
- How did the changes resulting from isolation affect Japan economically, politically and socially during the Edo period? (ER, PADM, CC, I)
- How did the physical geography of Japan affect its worldview? (LPP, PADM, TCC)
- How did the shogun use the feudal system and the hierarchical social classes to maintain control of Japan? (PADM, CC)

8.1.6 analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period by exploring and reflecting upon the following questions and issues:

- What were the motivations for the radical changes in Japan's model of organization during the Meiji period? (ER, CC, PADM)
- How did Japan adapt to changes brought on by the transition from feudal to modern models of organization? (CC, TCC, I)
- How did the changes resulting from adaptation affect Japan economically, politically and socially during the Meiji period? (ER, CC, PADM)
- In what ways did changes resulting from isolation in the Edo period compare to changes resulting from adaptation in the Meiji period? (CC, TCC, I)
- What challenges emerged for the Japanese in maintaining traditional cultural aspects of their society while undergoing rapid change? (CC, I, TCC)

ER	Economics and Resources	C	Citizenship	I	Identity
CC	Culture and Community	LPP	The Land: Places and People	GC	Global Connections
		PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

8.2 Origins of a Western Worldview: Renaissance Europe

General Outcome

Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world (C, TCC)**
- 8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)**
- 8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)**

◆ Knowledge and Understanding

Students will:

- 8.2.4 examine, critically, the factors that shaped the worldview evolving in western Europe during the Renaissance by exploring and reflecting upon the following questions and issues:**
 - What was the Renaissance? (TCC, LPP)
 - How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM, GC)
 - How did the physical geography of Renaissance Europe affect trade and competition among European countries? (LPP, TCC)
 - How did increased trade lead to the emergence of powerful city-states (i.e., Florence, Venice, Genoa)? (TCC, CC, ER)
 - In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)
 - In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)
 - In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, GC, LPP, TCC)

ER	Economics and Resources	LPP	C Citizenship The Land: Places and People	I Identity	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making		TCC	Time, Continuity and Change

8.3 Worldviews in Conflict: The Spanish and the Aztecs

General Outcome

Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

Specific Outcomes

◆ Values and Attitudes

Students will:

- 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C, I)**
- 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)**
- 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)**

◆ Knowledge and Understanding

Students will:

- 8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:**
 - What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)
 - How did the Aztec civilization's worldview influence the Aztecs' choices, decisions and customs? (TCC, CC, PADM)
 - What key elements of Spain's worldview led to the desire to expand the Spanish empire? (TCC, I, PADM)
 - In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)
 - To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)

ER	Economics and Resources	C	Citizenship		I	Identity
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		PADM	Power, Authority and Decision Making		TCC	Time, Continuity and Change

SKILLS AND PROCESSES FOR GRADE 8

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol $\frac{3}{4}$.

► DIMENSIONS OF THINKING

Students will:

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

- analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue
- evaluate 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
- $\frac{3}{4}$ access diverse viewpoints on particular topics by using appropriate technologies

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
- use historical and community resources to organize the sequence of historical events
- analyze the historical contexts of key events of a given time period
- $\frac{3}{4}$ create a simulation or a model by using technology that permits the making of inferences
- $\frac{3}{4}$ identify patterns in organized information

8.S.3 develop skills of geographic thinking:

- interpret historical maps to broaden understanding of historical events
- use thematic maps to describe cultural and political regions
- construct and interpret various maps to broaden understanding of given topics
- define geographic problems and issues and pose geographic questions
- use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- $\frac{3}{4}$ access and operate multimedia applications and technologies from stand-alone and online sources; e.g., GIS

8.S.4 demonstrate skills of decision making and problem solving:

- demonstrate skills of compromise and devise strategies to reach group consensus
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
- propose and apply strategies or options to solve problems and deal with issues
- participate in and predict outcomes of problem-solving and decision-making scenarios
- $\frac{3}{4}$ articulate clearly a plan of action to use technology to solve a problem
- $\frac{3}{4}$ identify the appropriate materials and tools to use in order to accomplish a plan of action
- $\frac{3}{4}$ evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate
- $\frac{3}{4}$ use networks to brainstorm, plan and share ideas with group members

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

8.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- identify and use a variety of strategies to resolve conflicts peacefully and fairly
- consider the needs and perspectives of others
- demonstrate leadership within groups where appropriate
- $\frac{3}{4}$ access, retrieve and share information from electronic sources, such as common files

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

- volunteer with organizations, projects and activities that ensure the growth and vitality of their community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

8.S.7 apply the research process:

- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- 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
- practise the responsible and ethical use of information and technology
- include and organize references as part of research
- $\frac{3}{4}$ plan and conduct a search, using a wide variety of electronic sources
- $\frac{3}{4}$ 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
- $\frac{3}{4}$ develop a process to manage volumes of information that can be made available through electronic sources
- $\frac{3}{4}$ evaluate the relevance of electronically accessed information to a particular topic
- $\frac{3}{4}$ make connections among related, organized data, and assemble various pieces into a unified message
- $\frac{3}{4}$ refine searches to limit sources to a manageable number
- $\frac{3}{4}$ analyze and synthesize information to create a product
- $\frac{3}{4}$ access and retrieve information through the electronic network

► COMMUNICATION

Students will:

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

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- 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 presented in discussions
- offer reasoned comments related to a topic of discussion
- listen to others to understand their points of view

8.S.9 develop skills of media literacy:

- 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
- analyze the impact of television, the Internet, radio and print media on a particular current affairs issue

Glossary of Terms and Concepts—Grade 8

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

adaptation	Changing attitudes and behaviours to suit a new situation.
contact	Connection or interaction, communication, association or relationship.
expansionist	Political attitude and actions of a country whose goal is to expand its power and/or its territory, usually by force.
humanist	Pertaining to humanism: a system of thought that centres on humans and their values, capacities and worth; concern with the interests, needs and welfare of humans.
imperialism	Policy of a country or empire to extend its authority or domination by political, economic or military means; policy of a state/government whose goal is for another state/government to become dependent on it politically or economically.
intercultural	Of, relating to, involving or representing different cultures.
isolation	Relating to isolationism: foreign policy whereby a nation resists participating in the affairs of the international community by abstaining from any international, political or economic relationship.
Renaissance	The humanistic revival of classical art, architecture, literature and learning that originated in Italy in the 14 th century.
social structures	Organization models within a society that reflect the values and interests of that society's members.
society	Group of persons linked by common activities or interests and sharing public space.
worldview	A collection of beliefs about life and the universe held by an individual or group; the lens through which the world is viewed by an individual or group; the overall perspective from which the world is interpreted.

GRADE 9: Canada: Opportunities and Challenges

OVERVIEW

Grade 9 students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

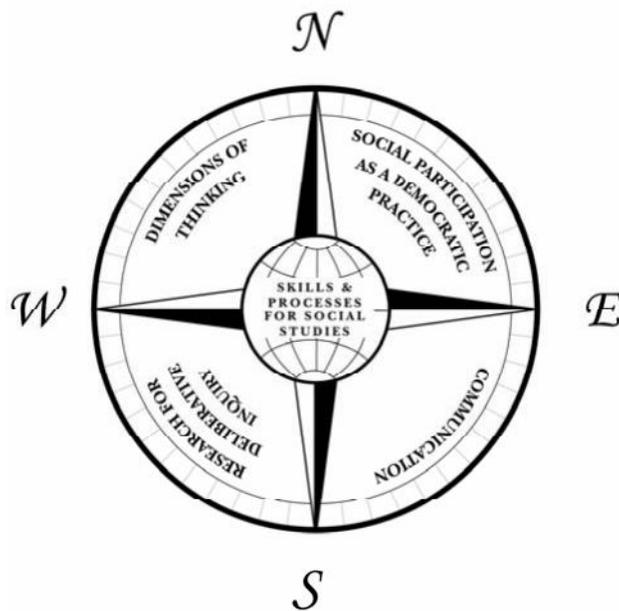
RATIONALE

Grade 9 students will broaden their understanding and appreciation of the relationships among governance, economics, quality of life, citizenship and identity.

TERMS AND CONCEPTS

Canadian Charter of Rights and Freedoms, consumerism, executive branch, governance, *Indian Act*, judicial branch, legislative branch, market economy, mixed economy, social programs, tax base, underground economy

General Outcome 9.1 Issues for Canadians: Governance and Rights	General Outcome 9.2 Issues for Canadians: Economic Systems in Canada and the United States
<p>Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.</p>	<p>Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.</p>
Local and Current Affairs	
<p>In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.</p>	



Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age-appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted.
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

9.1 Issues for Canadians: Governance and Rights

General Outcome

Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

Specific Outcomes

◆ Values and Attitudes

Students will:

9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)

9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)

9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)

◆ Knowledge and Understanding

Students will:

9.1.4 examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues:

- How are laws passed in the federal political system? (PADM)
- What is the relationship between the executive, legislative and judicial branches of Canada's federal political system? (PADM)
- What processes are used to determine Members of Parliament (MPs) and Senators? (PADM)
- To whom are Members of Parliament and Senators accountable? (PADM, C)
- What is the role of political parties within Canada's federal political system? (PADM, C)
- What is the role of the media in relation to political issues? (PADM, C)
- How do lobby groups impact government decision making? (PADM, C)
- To what extent do political and legislative processes meet the needs of all Canadians? (PADM, C)

9.1.5 analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:

- How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? (C, PADM)
- What are citizens' legal roles and their responsibilities? (C, PADM)
- What is the intention of the *Youth Criminal Justice Act*? (C, PADM)

9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I)

	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I)
- In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C)
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)

9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)
- In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? (I, PADM)
- To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec? (PADM, I, C)
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C)
- How does the *Indian Act* recognize the status and identity of Aboriginal peoples? (PADM, I, C)
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (I, PADM, LPP)
- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (PADM, I, CC, LPP)

9.1.8 assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)? (C, ER, PADM)
- How are changes to Canadian policies on immigration and refugees a reflection of world issues? (PADM, GC, C, I)
- What impact does increasing immigration have on Aboriginal peoples and communities? (C, I, GC, PADM)
- How are provincial governments able to influence and implement immigration policies? (PADM, GC)
- How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America? (PADM, GC, C, I)
- What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms? (I, PADM)
- To what extent does Canada benefit from immigration? (GC, PADM)

	C	Citizenship		I	Identity
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9.2 Issues for Canadians: Economic Systems in Canada and the United States

General Outcome

Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

Specific Outcomes

◆ Values and Attitudes

Students will:

9.2.1 appreciate the values underlying economic decision making in Canada and the United States (C, ER)

9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)

9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)

◆ Knowledge and Understanding

Students will:

9.2.4 compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:

- What are the principles of a market economy? (ER)
- Why do governments intervene in a market economy? (ER, PADM)
- Why is Canada viewed as having a mixed economy? (ER, PADM)
- What is the role of the consumer in market and mixed economies? (ER)
- To what extent do consumer actions reflect individual and collective identity? (ER, I)
- How has the emergence of labour unions impacted market and mixed economies? (ER)
- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC)
- How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? (ER, PADM, GC)

9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:

- What are the indicators of quality of life? (PADM, ER)
- How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER)
- How does marketing impact consumerism? (ER)
- How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)
- How is consumerism used as a power of a collective (e.g., boycotts)? (ER, PADM, C)

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- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America? (PADM, ER, GC, I)
- What societal values underlie social programs in Canada and the United States? (PADM, ER, GC, I)

9.2.6 assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:

- How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)? (ER, PADM)
- How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (ER, PADM)
- How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (ER, PADM, C)
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (PADM, ER)

	C	Citizenship		I	Identity
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

SKILLS AND PROCESSES FOR GRADE 9

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol $\frac{3}{4}$.

► DIMENSIONS OF THINKING

Students will:

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

- determine the validity of information based on context, bias, source, objectivity, evidence 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 current affairs from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities
- $\frac{3}{4}$ access diverse viewpoints on particular topics by using appropriate technologies
- $\frac{3}{4}$ assemble and organize different viewpoints in order to assess their validity

9.S.2 develop skills of historical thinking:

- analyze selected issues and problems from the past, placing people and events in a context of time and place
- distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations
- use historical and community resources to organize the sequence of historical events
- analyze the historical contexts of key events of a given time period
- $\frac{3}{4}$ create a simulation or a model by using technology that permits the making of inferences
- $\frac{3}{4}$ identify patterns in organized information

9.S.3 develop skills of geographic thinking:

- interpret thematic maps to analyze economic and political issues
- use geographic tools, such as Geographic Information Systems (GIS) software, to assist in preparing graphs and maps
- construct diagrams, charts, graphs and tables to analyze geographic information
- define geographic problems and issues and pose geographic questions
- $\frac{3}{4}$ access and operate multimedia applications and technologies from stand-alone and online sources (e.g., GIS)

9.S.4 demonstrate skills of decision making and problem solving:

- take appropriate action and initiative when required in decision-making and problem-solving scenarios
- participate in and predict outcomes of problem-solving and decision-making scenarios
- propose and apply strategies or options to solve problems and deal with issues
- propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making
- $\frac{3}{4}$ articulate clearly a plan of action to use technology to solve a problem
- $\frac{3}{4}$ identify the appropriate materials and tools to use in order to accomplish a plan of action
- $\frac{3}{4}$ evaluate choices and the progress in problem solving, then redefine the plan of action as appropriate

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

9.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
- demonstrate a positive attitude regarding the needs and perspectives of others
- $\frac{3}{4}$ access, retrieve and share information from electronic sources, such as common files
- $\frac{3}{4}$ use networks to brainstorm, plan and share ideas with group members

9.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community

► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

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
- determine how information serves a variety of purposes and that the accuracy or relevance may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- practise responsible and ethical use of information and technology
- include and organize references as part of research
- $\frac{3}{4}$ create a plan for an inquiry that includes consideration of time management
- $\frac{3}{4}$ 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
- $\frac{3}{4}$ develop a process to manage volumes of information that can be made available through electronic sources
- $\frac{3}{4}$ evaluate the relevance of electronically accessed information to a particular topic
- $\frac{3}{4}$ make connections among related, organized data, and assemble various pieces into a unified message
- $\frac{3}{4}$ refine searches to limit sources to a manageable number
- $\frac{3}{4}$ analyze and synthesize information to create a product

► COMMUNICATION

Students will:

9.S.8 demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions
- make reasoned comments relating to the topic of discussion
- listen to others to understand their perspectives

9.S.9 develop skills of media literacy:

- 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
- analyze the impact of television, Internet, radio and print media on a particular current affairs issue

Glossary of Terms and Concepts—Grade 9

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Canadian Charter of Rights and Freedoms	Document entrenched in the <i>Constitutional Act</i> , 1982 that lists and describes the fundamental rights and freedoms guaranteed to Canadians.
consumerism	Economic theory concerned specifically with the purchase and/or use of goods and services.
executive branch	Government body that ensures the administration of laws and of the country, comprised of the Prime Minister of Canada and the Cabinet.
governance	The act, process or power of governing.
<i>Indian Act</i>	Law pertaining to the rights and status of Aboriginal peoples; initially enacted in 1876 and amended several times.
judicial branch	Government body that ensures the interpretation of laws, comprised of the Supreme Court of Canada.
legislative branch	Government body that is authorized to pass federal laws/legislation, comprised of the House of Commons and the Senate.
market economy	Economic system in which individuals are free to make their own decisions with little or no intervention from the government and where resources are the private property of persons or companies.
mixed economy	Economic system in which both the public and the private sectors play a significant role in the economy and where some resources are owned by the private sector and some by the public sector.
social programs	Programs established by the government to reduce economic inequalities and to promote the well-being of citizens.
tax base	Total amount of taxes paid to the government by citizens and companies used to finance economic and social programs and the functioning of government.
underground economy	Pertaining to secretive economic activities that are not within the law, often referred to as the “black market.”