Civics 10

New Nouveau Brunswick

Civics 10

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

> *Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.*

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See *Appendix 6.1*.

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on the gender, culture, or socio-economic status of their students.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See *Appendix 6.2*

Cross Curricular Literacy and Multilingual Language Learners

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day - in and out of school. All subject-area teachers support all learners' language development with content-area vocabulary development, academic language structures, and structured classroom conversations. Supporting documents detailing ways to engage and provide scaffolds for Multilingual Language Learners (MLLs) will be developed in Summer 2022 and will be located in the appendices of this document.

2.2 Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular, ongoing, and used to promote learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document while acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

● Questioning	● Projects and Investigations
● Observation	● Checklists/Rubrics
● Conferences	● Responses to texts/activities
● Demonstrations	● Reflective Journals
● Presentations	● Self and peer assessment
● Role plays	● Career Portfolios
● Technology Applications	● Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and used to promote learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process, adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the Formative Assessment document on the ONE site.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document while acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site here.

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day—in and out of school.

3. Subject Specific Guidelines

3.1 Rationale

Civics 10 is intended to replace Ancient and Medieval History as the required Grade 10 Social Studies course. In a rapidly changing world, it is critical that students are invested in the public good, equipped to make informed decisions and supported in participating in democratic decision-making and civil discourse. This course focuses on the elements required to bolster this participation: citizenship, democratic processes, and fundamental human rights and freedoms. To preserve a healthy democracy, students must be prepared to examine how power is gained, used, and justified. They must also be prepared to support the protection of individual and collective rights and freedoms ensured within the context of constitutional democracy. This includes digital citizenship (embedded within this is media literacy) as well as data literacy (mathematics skills for civic decision-making such as proportional reasoning, statistics, graph theory). Research indicates that students have already developed civic dispositions by the time they reach high school. For civics education in high school to be effective, secondary students should have co-curricular opportunities for civic engagement, where they can use their civic knowledge to engage in community problem-solving. Students should have opportunities to participate in their communities to solve problems in a responsible, inclusive, accountable, sustainable, and ethical manner.

3.2 Course Description

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

Pedagogical considerations for Civics 10

Lenses and biases

When looking for resources and planning lessons, please intentionally include diverse perspectives including those of Indigenous peoples, persons with disabilities, persons of different ethnicities, persons within the LGBTQI2S+ communities, persons of privilege, and persons living in poverty. Experiences of community and of civic engagement vary, particularly for historically excluded peoples, and students will benefit from learning from a wide range of perspectives on belonging, engagement, and specific issues that their Canadian and global peers are currently engaged with.

Multilingual Language Learners

All learners require content vocabulary support. Language learners in particular will require content vocabulary support to engage meaningfully in this course. Teachers are encouraged to remember that all learners bring *funds of knowledge* to the classroom, and that students' additional and home languages are assets, not barriers. Please see *Appendix 6.3* on Culturally Responsive Teaching for teaching recommendations.

Digital Citizenship extensions

With student participation in digital spaces comes the need for Digital Citizenship education. Students who are conducting online research and participating in online learning will benefit from explicit media literacy instruction (how to trust digital sources and responsible research habits) as well as digital citizenship learning around what kinds of information are found in which spaces, and how that influences decision-making. Here are some recommended activities to enhance instruction in **Civics 10**:

- Lateral Reading
- What Do Other Sources Say?
- Online Verification Habits
- Digital Skills for Democracy
- Challenging Confirmation Bias
- Critical Digital Literacy Worksheets

3.3 Curriculum Organizers and Outcomes

Organizers

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. These strands are elaborated upon in the Foundation for the Atlantic Canada Social Studies Curriculum document.

1. **Citizenship, Governance, and Power:**

Students will be expected to demonstrate an understanding of the rights and the responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

2. **Individuals, Societies, and Economic Decisions:**

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

3. **People, Place, and Environment:**

Students will be expected to demonstrate an understanding of the interactions among people, places and the environment.

4. **Culture and Diversity:**

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

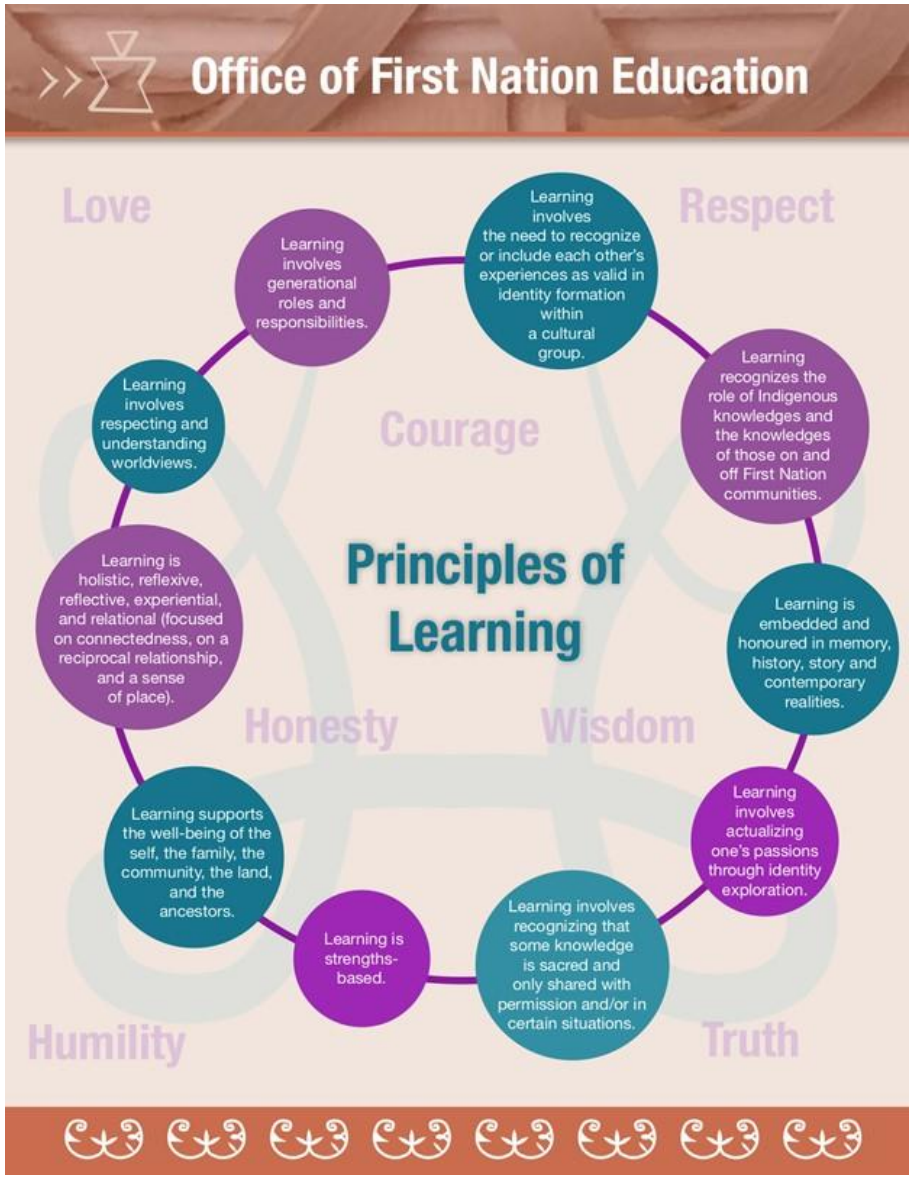
5. I**nterdependence**:

Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.

6. **Time, Continuity and Change:**

Students will be expected to demonstrate an understanding of the past and how it affects the present and future.

Indigenous Principles of Learning



The Indigenous Principles of Learning and Indigenous Ways of Knowing infographics are important frameworks for Social Studies educators to read and incorporate into their teaching. Understanding and respecting the differences and commonalities between Indigenous and Western perspectives on teaching and learning affirms all learners and educators in public schools.

"Indigenous ways of teaching and learning are relevant not only for Indigenous people, but for the education of all people… For instance, think of differentiated instruction, daily physical activity, outdoor education, place-based, experiential, embodied, or service learning—pick a pedagogical buzzword—and there is likely some root to be found in the ways that worked for Indigenous communities for millennia. So why not explore how the old ways could be the new way forward?" (Restoule, Jean-Paul and Chaw-win-is. ''Old ways are the new way forward: How Indigenous pedagogy can benefit everyone", the Canadian Commission for UNESCO's IdeaLab, October 2017.)

Mi'kmaw, Peskotomuhkati, and Wolastoqey nations have occupied the territories presently known as Newfoundland, New Brunswick, Nova Scotia, Prince Edward Island, and parts of northern Maine and eastern Quebec for many thousands of years. These nations each have their own traditional institutions, borders, cultures, and languages. The Wabanaki Confederacy is an important regional organization that consists of the Peskotomuhkati, Mi'kmaw, Wolastoqey, Abenaki, and Penobscot nations. The Wabanaki nations have historically and generally continue to have individual forms of spirituality, systems of justice, education, economics, and governance that may share some similarities with each other, but they are individually distinctive. As this course will be taught in New Brunswick provincial schools, the focus should be on the Mi'kmaw, Peskotomuhkati, and Wolastoqey nations. While commonalities exist, Indigenous nations are as diverse as the nations on any other continent.

Indigenous Ways of Knowing

(zoom to view)

A Thinking Focus

Deep learning in a social studies course occurs when other key dimensions, such as historical thinking, geographical thinking and critical inquiry, are considered and implemented. **Civics 10** provides students with the relevant, current issues and the relevant resources that will allow students to apply these approaches.

Historical and Geographical Thinking

Six historical thinking concepts have been identified by Peter Seixas through his work at the University of British Columbia's *Centre for the Study of Historical Consciousness*. These six historical thinking concepts are designed to help students think more deeply and critically not only about the past but also about their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the specific curriculum outcomes. Inspired by the work of Peter Seixas in historical thinking, the six portals of geographical thinking were developed to engage students in critical thinking about geography and geographical issues rather than memorizing information alone. Relationship to place plays a fundamental role in how we understand the world, and it is central to the social studies. Please see *Appendix 6.4* on Historical and Geographical Thinking.

For more information on historical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers can go to The Historical Thinking Project, The Centre for the Study of Historical Consciousness, or The Critical Thinking Consortium. For more information on geographical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers may go to The Critical Thinking Consortium or Canadian Geographic Education.

Critical Inquiry

To help focus the exploration of ideas, teachers should ensure that the key questions are identified. When students are invited to investigate and resolve their queries, the learning is enriched. It is the ideal, of course, to have students create their own critical questions, but students might need direction and practice to arrive at the point where they are formulating quality questions that will spark curiosity and involvement. Teachers may use the following six criteria for the construction of solid critical inquiry questions:

A Good Critical Inquiry Question:

1. The question should be one that the learner is interested in. The ideal level of interest would be such that the student feels a need to find answers to satisfy a real curiosity.

2. The question is open to research. This means that there is a need to dig deeper to find the answer, that credible sources are needed to find the answers, and that in most cases, the research is accessible within the classroom environment.

3. The learner does not already know the answer or has not already decided on the answer before doing the research.

4. The question is an "open" one. The question calls for an extensive explanation that is multi-layered. The explanation shows its complexity by referring to various viewpoints and angles. There may be more than one explanation.

5. The question has a clear focus. The question can be framed by the teacher, the student, or the student and teacher together. The question needs to have enough focus to enable productive research from the start. Questions are often seen as stepping stones to the work, but students are likely to adjust the original questions as they learn more from their research.

6. The question can be seen as an initial question that identifies sub-questions. In that case, the final explanation is the sum of the responses to the sub-questions.

(Adapted from Dale Roy, Erika Kustra, Paola Borin, 2003, McMaster University)

For further resources and professional learning in inquiry learning and critical thinking, please visit The Critical Thinking Consortium.

For additional Social Studies teaching resources, teachers may wish to visit the Social Studies SharePoint site.

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (**GCO**) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (**SCO**) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Students will investigate civic engagement.
SCO 1.1	Students will explore the four domains of civic engagement.
SCO 1.2	Students will examine what civic engagement looks like.
SCO 1.3	Students will research how civic engagement changes over time.

GCO 2	Students will explore what it means to belong.
SCO 2.1	Students will research the concept of belonging from historical, cultural, and legal perspectives.
SCO 2.2	Students will consider issues of power, voice, and belonging.
SCO 2.3	Students will investigate community spaces that respond to issues of belonging.

GCO 3	Students will explore decision-making and representation.
SCO 3.1	Students will explore how values influence people and inform decision-making in a democracy.
SCO 3.2	Students will investigate different ways that citizens are represented within Canada and around the world.
SCO 3.3	Students will use data and media literacy to respond to issues of civic importance.

GCO 4	Students will analyze how human rights are established and upheld.
SCO 4.1	Students will investigate human rights legislation.
SCO 4.2	Students will examine the relationship between human rights and democracy.

4 Curriculum Outcomes

GCO 1 Students will investigate civic engagement.	
SCO 1.1	Students will explore the four domains of civic engagement.
Concepts and Content	**I Can Exemplars:**

Topics may include:
Learn to apply the four domains of civic engagement:
• Participating as an individual
  ○ grassroots work
• Working together as a group
  ○ civil society organizations
• Building public support
  ○ forms of political advocacy
• Working through the political system
  ○ formal politics
 	
How do people use the formal political system to make change?
 	
How do people work outside of the formal political system to make change?
 	
Westheimer and Kahne's three types of citizenship
• Personally responsible
• Participatory
• Justice-oriented
 	
What is civic agency?
 	
Examples of active citizens:
• Eg. Martin Luther King Jr., Malala Yousafzai, Dolores Huerta, Katherine Johnson, Willie O'Ree, Harvey Milk, Nelson Mandela, Quinn, Colin Kaepernick, Ron Finley, Donald Marshall Jr., Autumn Peltier, Jenna Lyn Albert, Masai Ujiri, Yusuf Shire, Adam Lordon, etc.
	(please note that these are exemplars only and not requirements)
	
	I can identify the four domains of civic engagement and give examples of each.
	
	I can describe the three types of civic citizenship.
	
	I can analyze models for active citizenship through historical and contemporary case studies.
	
	I can define civic agency.
	
	I can demonstrate the ways that I have agency.
	
	I can illustrate what motivates people to engage civically.
	
	I can reflect on ways that I can get involved in a cause that I care about.

• What causes were they advocating for? • In which domains did they operate? What do you [students] care about? What are you passionate about?	

Resources

Multimedia	Website	Document
New models for civic engagement: Ben Warner at TEDxJacksonville - YouTube Young people, the Internet and civic participation | Shakuntala Banaji | TEDxUHasselt - YouTube	Civic Action: Then and Now | Elections Canada's Civic Education (electionsanddemocracy.ca) Search by Topics Democracy and Civic Engagement | Facing History and Ourselves Apathy is Boring The Samara Centre Resources and Programming (samaracanada.com) How can I get involved and raise awareness about issues that matter to me? | New Youth Young People's Civic and Political Engagement and Global Citizenship | United Nations	Westheimer & Kahne What Kind of Citizen? The Politics of Educating for Democracy. (researchgate.net) Political Participation Activities (samaracanada.com) Civic Audit (Alan Sears handout; found in Civics 10 Pilot Teams Files) Profile of a Civic Actor (Alan Sears handout; found in Civics 10 Pilot Teams Files)

SCO 1.2	Students will examine what civic engagement looks like.
Concepts and Content	**I Can Exemplars:**
How change is initiated across democratic jurisdictions. Topics may include: What civic engagement looks like within communities across the world: • eg. student groups; religious groups; community action networks; cultural inclusion networks, etc. • Indigenous rights-holders and the nation-state • New Brunswick examples How do you navigate systems? What civic engagement looks like at different levels: • Municipal, provincial, federal, international What communities and groups do you belong to? • What determines what groups we belong to? Current and historical issues in their communities. • How have your communities engaged with these issues? Locally and across the world? • Within which of the four domains has this engagement occurred? • Who has decision-making power? • Whose voices are not heard? Community support through formal organization and reciprocal community-based interventions.	(please note that these are exemplars only and not requirements) I can discuss how people make change in communities. I can articulate the groups and communities I belong to. I can research current and historical causes in these communities and groups. I can investigate how to navigate systems that support or limit civic engagement. I can explain what it means to be a rights-holder. I can identify current needs in my communities that could benefit from civic engagement. I can identify work that is already being done to address these needs. I can select a cause in my communities that I will engage with.

Resources

Multimedia	**Website**	**Document**
Women's Suffrage | Mary Richardson and the Rokeby Venus - YouTube Ron Finley: A guerrilla gardener in South Central LA | TED Talk	Geography of Elections | Elections Canada's Civic Education (electionsanddemocracy.ca) Does Voting Matter? | Elections Canada's Civic Education (electionsanddemocracy.ca)	Profile of a Civil Society Organization (Alan Sears handout; found in Civics 10 Pilot Teams Files)

Timeline of Women's Suffrage in Canada | Canadian Geographic N.S. woman sprucing up 'forgotten' garden at Halifax Explosion Memorial | CBC.ca	Fredericton police initiate project that permits tent-sites for city's homeless | CBC News Oka Crisis (Kanesatake Resistance) | The Canadian Encyclopedia Black Lives Matter Canada Eight ways you can be a women's rights advocate today, and every day | UN Women Voices into Action - Home	Community Civic Engagement Audit (Alan Sears handout; found in Civics 10 Pilot Teams Files)

SCO 1.3	Students will research how civic engagement changes over time.
Concepts and Content	**I Can Exemplars:**

Civic engagement changes over time:
• Historical ways of engaging in issues in the past.
  ○ Whose voices were heard and valued?
  ○ Whose voices were silenced, ignored, or erased?
• Current ways of engaging in issues.
• How perspectives on public issues change over time.
• Examples of citizens engaging in various issues over time.
  ○ New Brunswick examples
 	
Topics may include:
 	
Indigenous activism in Canada over time.
• New Brunswick examples
• Northwest and Red River Resistance
• Kanesatake Resistance
• Truth and Reconciliation commission Calls to Action
• Red Dress campaign
 	
Labour action
• Irish labourers
• The Winnipeg General Strike
• Pullman car workers
 	
The role of commemoration in a community.
• Examples of school and/or community commemorations (statues, monuments, dedicated buildings, etc.).
	(please note that these are exemplars only and not requirements)
	
	I can investigate how civic engagement changes over time.
	
	I can identify commemorative sites in my school and communities, as well as global sites.
	
	I can examine the different ways in which people/events are commemorated.
	
	I can investigate who is included in commemorative sites and activities and who is not.
	
	I can discuss who makes decisions about commemoration.
	
	I can compare perspectives on an issue and how they change over time.
	
	I can reflect on the issues presented and compare them with my chosen issue.

Resources

Multimedia	**Website**	**Document**
The REDress Project at the National Museum of the American Indian - YouTube	Thinking about Historical Commemorations - The Critical Thinking Consortium (tc2.ca)	La lettre formelle - La présentation | France Podcasts
Red River Resistance | Indigenous Peoples Atlas of Canada	Cornwallis statue project nets Port Williams teacher prestigious award | CBC News	Commemoration controversies in classrooms: Canadian history teachers disagree about

HERITAGE MINUTES | Historica Canada	Activists topple statue of Sir John A. Macdonald in downtown Montreal | CBC News Strathcona students campaign to rename elementary school after sprinter Barbara Howard | CBC News UNB strips Ludlow's name from law faculty building over links to slavery | CBC News History of Labour in Canada | Canadian Labour Congress The Winnipeg General Strike | CMHR (humanrights.ca) Begbie Contest Society - Winnipeg General Strike	making ethical judgments (theconversation.com) The Case for Commemoration Controversies in Canadian History Education | Canadian Journal of Education/Revue canadienne de l'éducation (sfu.ca)

GCO 2 Students will explore what it means to belong.

SCO 2.1 Students will research the concept of belonging from historical, cultural, and legal perspectives.

Concepts and Content	I Can Exemplars:

What creates a sense of belonging?
• Shared language, symbols, rituals/ceremonies, political beliefs and structures, sports.
• How can these also be used to exclude?
 	
Topics may include:
 	
Intersectionality
• Concept of
• Self-reflection
 	
Do rights/citizenship ensure belonging?
 	
Indigenous rights in Canada over time
• The Indian Act
• Marshall case
• UNDRIP
• New Brunswick examples
 	
Belonging in Canada:
• How women came to belong as citizens
  ○ the vote
  ○ the Persons Case
  ○ the development of equality rights etc.
• Canada's immigration system over the years
  ○ Canada's Immigration boom
  ○ The Chinese Head Tax and Komagata Maru
  ○ Ellen Fairclough's immigration policy reform
  ○ Rights to representation for newcomers through humanitarian streams, permanent residents, etc.
• LGBTQIS+ belonging
  ○ Canada's 'Gay Purge' in civil service, RCMP, and military
	(please note that these are exemplars only and not requirements)
	I can reflect on what it means to belong and the protections it provides.
	
	I can identify what creates a sense of belonging in the groups and communities I belong to.
	
	I can illustrate the intersecting aspects of my identity.
	
	I can discuss the agency I have within the groups I belong to.
	
	I can recognize the importance of what it means to belong.
	
	I can investigate sense of belonging from historical, cultural and legal points of view.
	
	I can examine groups within each of the four domains and identify how they use their voice and influence in decision making.
	
	I can explain how these groups instill or limit a sense of belonging to the people they represent.
	
	I can analyze actions people take to increase and protect their belonging in groups.

○ Sports and teams ○ Policy 713 in New Brunswick • Enslavement and civil rights ○ Emancipation Day Recognizing the impact of what it means to not belong	

Resources

Multimedia

Where are you From? - YouTube

Standing on the Line by Paul Émile d'Entremont - NFB

Kimberlé Crenshaw: The urgency of intersectionality | TED Talk

Iceberg Activity Identity-ADL

Indigenous Peoples Are Not Seen as Equals in Confederation; It's Time to Fix That - YouTube

Canada's Gay Purge - YouTube

The Sikh migrants who challenged Canadian immigration law - YouTube

Explore Identity - Overview (adl.org)

Interpret Differences - Overview (adl.org)

Website

Voting Rights through Time | Elections Canada's Civic Education (electionsanddemocracy.ca)

Leaving Doone | CBC News

6 landmark rulings on native rights | CBC News

The Indian Act | The Canadian Encyclopedia

Muslim family killed in terror attack in London, Ontario: Islamophobic violence surfaces once again in Canada (theconversation.com)

Moncton food truck owner says he faces daily racism - New Brunswick | Globalnews.ca

Belonging – Community Foundations of Canada

Anti-Asian Racism in Canada | The Canadian Encyclopedia

Order-in-Council P.C. 1911-1324 — the Proposed Ban on Black Immigration to Canada | The Canadian Encyclopedia

Document

Iceberg diagrams-Facing History

Sense of belonging: literature review - Canada.ca

Policy 713 - Sexual Orientation and Gender Identity (gnb.ca)

		Chinese Head Tax in Canada | The Canadian Encyclopedia

SCO 2.2 Students will consider issues of power, voice, and belonging.	
Concepts and Content	**I Can Exemplars:**

Belonging in Canada
What happens when people do not feel they belong?
What happens when people do not feel heard?
 	
Topics may include:
• Who received voting rights at what time?
• Inequities in healthcare and access to education
  ○ Jordan's Principle
  ○ The "achievement gap"
  ○ Differing definitions of inclusion across Canada
• Indigenous power, voice, and belonging:
  ○ The Indian Act
  ○ Residential and Day Schools
  ○ Missing and Murdered Indigenous Women, Girls and Two-Spirit People (MMIWG2S)
  ○ Clean drinking water
• Language rights in Canada
  ○ Bilingualism
  ○ Minority language rights
  ○ Indigenous language revitalization
• Disability rights in Canada
  ○ NBACL
 	
Listening as a form of action
 	
Protest as a form of action
• Purposes for protest
• Forms of protest
  ○ Blockades, marches, art and music, etc.
 	
Citizens who have used their voice to disrupt inequitable conditions and laws:
• Eg., Autumn Peltier, Viola Desmond, Madhu Verma, Greta Thunberg.
	(please note that these are exemplars only and not requirements)
	
	I can describe conditions that give or limit power.
	
	I can discuss what equity means.
	
	I can differentiate between equality, equity, fairness, and justice.
	
	I can illustrate the ways I want to use my voice.
	
	I can outline the ways I can take civic action.
	
	I can locate my actions and decisions within the four domains and the three types of citizenship.

International examples	

Resources

Multimedia

TEACHING GUIDE: The Indian Act | CBC Radio

Heritage Minutes: Viola Desmond - YouTube

Jordan's Principle - YouTube

S2: Shout out to Autumn Peltier from The Secret Life of Canada on RadioPublic

The Water Crisis in Canada's First Nations Communities (arcgis.com)

LISTEN - Owen O'Sound Lee (Official Video) - YouTube

A brief history of protest art from the 1940s until now - in pictures | Art and design | The Guardian

Challenge Bias - Overview (adl.org)

Champion Justice - Overview (adl.org)

Website

Voting Rights through Time | Elections Canada's Civic Education (electionsanddemocracy.ca)

Ability New Brunswick (abilitynb.ca)

Home | New Brunswick Association For Community Living (NBACL)

Anglophone Rights Association of New Brunswick | Protecting Our Future (aranb.ca) https://www.aranb.ca/

Société de l'Acadie du Nouveau-Brunswick (sanb.ca)

The Purpose and Power of Protest (adl.org)

Young Canadians launch court challenge to lower federal voting age from 18 | CBC News

Protest Music In 2020: A Timeline : NPR

Document

150 Years of Inclusion (adobe.com)

SCO 2.3	Students will investigate community spaces that respond to issues of belonging.
Concepts and Content	**I Can Exemplars:**
Topics may include: Community spaces that promote a sense of belonging: • School-based spaces • Faith-based spaces • Cultural/linguistic spaces • Gender- and sexuality-based spaces • Ability-based spaces • Interest-based spaces • Commemorative spaces How can physical and virtual spaces create a sense of safety and connection? How can physical and virtual spaces promote civic engagement?	(please note that these are exemplars only and not requirements) I can discuss and compare the various needs of my community/region. I can investigate various spaces that promote a sense of belonging within my community and globally. I can describe the importance of these spaces within their communities. I can explore how commemorative spaces create a sense of shared memory.

Resources

Multimedia	**Website**	**Document**
S3: Crash Course on Friendship Centres | The Secret Life of Canada | CBC Podcasts | CBC Listen	Fredericton gains new space for LGTBQ community | CBC News Diversity Matters | Saint John | PRUDE Inc Home Page - The New Brunswick Multicultural Council : New Brunswick Multicultural Council (nbmc-cmnb.ca) Special Olympics NB NBAA	Commemorative Spaces Audit (Alan Sears handout; found in Civics 10 Pilot Teams Files)

GCO 3 Students will investigate decision-making and representation.

SCO 3.1 Students will explore how values influence people and inform decision-making in a democracy.

Concepts and Content	I Can Exemplars:
How does worldview shape values? Topics may include: Treaties and the treaty relationship Wabanaki approaches to decision-making • Wabanaki views of the natural environment. • Social relationships and identity are shaped by the natural environment. The value positioning of political parties • Left, centre, right – what does this mean? • Types of parties (traditional, special interest, etc.) • Language that denotes party values (eg., "progressive", "social democratic") • How party values shape platforms and policies • How these values are reflected in institutions and processes (eg. New Brunswick Legislature and Nunavut Legislature) International examples of value statements in politics. Lobby groups' functioning and purpose within a democracy. Restorative justice.	(please note that these are exemplars only and not requirements) I can describe how worldview shapes values. I can deepen my understanding of Wabanaki worldviews. I can examine Western worldviews. I can describe what it means to be a treaty person. I can explain my responsibilities as a treaty person. I can assess the interplay between values and biases. I can identify the explicit and implicit values involved in my chosen issue. I can explore how values over time have changed and how this informs decision making in democracies. I can analyze how various groups' voices have changed over time. I can debate the importance of lobby groups within societies.

Resources

Multimedia	Website	Document
Western World View and Indigenous World View – Teach Indigenous Knowledge (teachik.com)	Find your representatives (youcount.ca) Lobbying in Canada | The Canadian Encyclopedia	Citizenship Challenge Civics Education Guide | Historica Canada Education Portal

	Democracy in the Classroom: A Parliamentary Committee Simulation Field Guide to Online Political Conversations Infographics (samaracanada.com) Student Vote Canada Student Budget Consultation Canadian High School Ethics Bowl

SCO 3.2	Students will investigate different ways that citizens are represented within Canada and around the world.
Concepts and Content	**I Can Exemplars:**
Topics may include: Indigenous sovereignty in Canada • What does sovereignty mean? • Current efforts • Historical state The functioning of Canadian democracy (Parliament, House of Commons, Senate) • The process of how citizens run for office • The process of how ideas become laws • Elections procedures in Canada • The 3 levels of government and how they differ • Various democracies around the world and their functioning • Changes in the democratic process Voting rights through time Is Canada truly democratic? What are some risks to Canadian democracy?	(please note that these are exemplars only and not requirements) I can discuss Indigenous sovereignty in Canada. I can analyze the functions of Canadian democracy. I can distinguish between different levels of representation in Canada. I can explain Indigenous sovereignty in Canada and around the world. I can compare Canadian democracy with other democracies around the world. I can investigate changes in the democratic process and how it would affect Canadians. I can explain what my elected officials can do for me. I can connect with my elected officials.

Resources

Multimedia	**Website**	**Document**
Hereditary chiefs vs elected band councils: What you should know | Vancouver Sun - YouTube Canada's Democracy - YouTube Voting Rights through Time - YouTube	Which Election? | Elections Canada's Civic Education (electionsanddemocracy.ca) Election Simulation Toolkit | Elections Canada's Civic Education (electionsanddemocracy.ca) Legislative Assembly of New Brunswick (legnb.ca) Splash | Assembly of First Nations (afn.ca)	

	Parliament of Canada - Parlement du Canada Setting the Agenda (parl.ca) Democracy in Canada - Canada.ca Self-government (rcaanc-cirnac.gc.ca) Indian Act and Elected Chief and Band Council System (ictinc.ca) Voting Rights through Time | Elections Canada's Civic Education (electionsanddemocracy.ca) 2021 update on cyber threats to Canada's democratic process - Canada.ca

SCO 3.3	Students will use data and media literacy to respond to issues of civic importance.
Concepts and Content	**I Can Exemplars:**
Topics may include: Digital and media literacy • Online verification • Lateral reading • Identifying and addressing bias • Why is digital and media literacy necessary for sound civic decision-making? Data literacy: the importance of data in decision making • Sources of data: the census; news media; UNdata; Climate Data Canada, etc. • Proportional reasoning, graph theory, and other mathematics skills for civic decision-making. • Parameters of data collection: bias; use of language; ethics; cost; time and timing; privacy; cultural awareness. • How data interpretation can influence decision making. Are data objective? Can data be unbiased? Introduction to research methods • Qualitative and quantitative Peer review • Purpose for • Process	(please note that these are exemplars only and not requirements) I can explain what data are. I can explain the difference between data and information. I can provide examples of types of data used in civic decision-making. I can analyze the purpose of the census and what the data are used for. I can distinguish between qualitative and quantitative data. I can critically analyze data visualizations I encounter. I can support a point of view using data. I can demonstrate how citizens can use data to make informed decisions. I can investigate an issue in my community using data to inform my action plan.

Resource

Multimedia	**Website**	**Document**
Sort Fact from Fiction Online with Lateral Reading | Civic Online Reasoning (stanford.edu)	Digital Skills for Democracy | Elections Canada's Civic Education (electionsanddemocracy.ca)	

Caroline Criado Perez at Engage 2019 - YouTube (classroom teacher should review for language) What is Data Visualization? - YouTube Data Visualization and Misrepresentation - YouTube WWF Environmental Footprint Quiz Eco Footprint Calculator Reset: Reclaiming the Internet for Civil Society | CBC Radio	Elections by the Numbers | Elections Canada's Civic Education (electionsanddemocracy.ca) Youth Voting Trends | Elections Canada's Civic Education (electionsanddemocracy.ca) Tools for Thought - The Critical Thinking Consortium (tc2.ca) Census of Population (statcan.gc.ca) CTRL-F: Find the Facts — Digital Media Literacy MediaSmarts | Home | Civic Online Reasoning (stanford.edu) Difference Between Data And Information? Data Vs Information (analytixlabs.co.in) 6 Types of Data in Statistics & Research: Key in Data Science (intellspot.com) How to prevent misinformation in data visualization? | by Claire Genoux | Towards Data Science UNdata Our World in Data Climate Data Canada

GCO 4 Students will analyze how human rights are established and upheld.

SCO 4.1 Students will investigate human rights legislation.

Concepts and Content	I Can Exemplars:
What is a right? Philosophical and legal differences between individual and collective rights • France and the United States – individual rights • Canada – both individual and collective rights (eg. minority language education, treaty rights) What are human rights? The League of Nations The International Bill of Rights Who creates human rights legislation? For what reasons? Activists that have contributed to the advance of the human rights movement Differences between human rights and indigenous rights Various human rights documents: • The Universal Declaration of Human Rights • The United Nations Convention on the Rights of Persons with Disabilities (UNDRIP) • The United Nations Convention on the Rights of the Child The Canadian Human Rights system • The Canadian Human Rights Act • The Canadian Charter of Rights and Freedoms • Provincial human rights codes and commissions	(please note that these are exemplars only and not requirements) I can discuss what human rights are. I can describe who is excluded from human rights. I can describe the development of human rights over time. I can illustrate ways in which human rights uphold colonial structures and values. I can research the Universal Declaration of Human Rights and how it has affected the lives of people on earth. I can apply the Canadian Charter of Rights and Freedoms to daily situations and conditions of everyday life. I can examine a range of Indigenous perspectives on UNDRIP. I can examine decision-making of countries that did not sign UNDRIP, specifically Canada. I can describe the activism in Canada the lead to the signing of UNDRIP. I can use UNDRIP as a benchmark to envision next steps in Indigenous-government relations. I can describe the differences between the Canadian Human Rights Act, the Canadian Charter of Rights and Freedoms, and the provincial human rights system I can describe how the Universal Declaration of Human Rights is implemented in Canada. I can describe the prohibited grounds of discrimination found in the Charter of Rights and Freedoms and the New Brunswick Human Rights Commission.

The 7 sections of Canadian Charter of Rights and Freedoms and how it applies to the lives of Canadians The New Brunswick Human Rights Act and Commissions	I can describe the definition of Aboriginal Rights, as described in the Constitution Act of 1982, and assess the shortcomings of Aboriginal Rights in Canada. I can describe the process for filing a human rights claim at the New Brunswick Human Rights Commission.

Resources

Multimedia

The Canadian Human Rights Commission - YouTube

Human Rights 101 - YouTube

What Are Human Rights, Really? - YouTube

Special Procedures - A spotlight on individual and collective human rights - YouTube (teacher should review for content before sharing with a class)

Figuring out the Who, Where, How and What to Implement UNDRIP in Canada - YouTube

The Canadian Charter of Rights and Freedoms - YouTube

Website

Canadian Museum of Human Rights, Stories section

Speak Truth to Power Canada Defenders for Human Rights

Canadian Civil Liberties Association

UNDRIP: United Nations Declaration on the Rights Indigenous Peoples

Historical Overview | United Nations For Indigenous Peoples

Senate approves bill to implement UN Declaration on the Rights of Indigenous Peoples | CBC News

What you need to know about Bill C-15 and the UN Declaration on the Rights of Indigenous Peoples | CTV News

Implementing the United Nations Declaration on the Rights of Indigenous People Act (justice.gc.ca)

Document

NB Human Rights Act 2011-c.171.pdf (gnb.ca)

Canadian Human Rights Act (justice.gc.ca)

Canadian Charter of Rights and Freedoms

20171102-publications-overview-of-hr-codes-by-province-final-en.pdf (ccdi.ca)

Convention on the Rights of the Child | OHCHR

Universal Declaration of Human Rights | United Nations

Read the Declaration (justice.gc.ca)

	A Brief History of Human Rights Documents Throughout Time - US Institute of Diplomacy and Human Rights (usidhr.org) INAN - Section 35 of the Constitution Act 1982 - Background - Jan 28, 2021 - Canada.ca Appendix 3 – Human rights legislation in Canada | Ontario Human Rights Commission (ohrc.on.ca) Decolonising human rights - Amnesty International Filing a complaint (gnb.ca) To Dream Together Indigenous Peoples and Human Rights Dialogue Report (ohrc.on.ca)

SCO 4.2	Students will examine the relationship between human rights and democracy.
Concepts and Content	**I Can Exemplars:**
Human rights issues: • around the world. • in Canada • locally Have these issues been addressed? • by governments and government departments • by advocacy groups • by religious organizations • by civil society organizations • activist efforts that have contributed to the advancement of rights How does activism address lack of human rights and/or violations of human rights? How is the International Bill of Rights implemented in different countries? Topics may include: Lack of 2SLGBTQIA+ representation in international human rights. Holding nation states that violate the International Bill of Rights accountable. Countries that do not respect human rights and democracy according to various sources (digital literacy). Consequences of human rights not being respected in various countries.	(please note that these are exemplars only and not requirements) I can interpret different data to investigate Canada's human rights record. I can discuss whose responsibility it is to uphold human rights. I can investigate the revision process for human rights documents. I can identify organizations and institutions that protect human rights both internationally and within Canada. I can identify the steps or actions I can take to be a human rights defender. I can research countries in the world that do not respect human rights and the effects on their citizens – including Canada. I can explain how nations are held accountable to upholding human rights.

Resources

Video	**Website**	**Document**
Freedom, Choice, and the Niqab - YouTube Fill Up On Free Speech with CCLA - YouTube	World Report 2021: Canada | Human Rights Watch (hrw.org)	

#WelcomeToCanada: Abdelrahman's Story - YouTube Canada has human rights violations going on every day in Indigenous communities professor tells MMIWG inquiry - APTN News Human rights violations | CMHR	Humanitarian Education Resources - Canadian Red Cross Teaching Resources | Forced to Fight Home - CCLA Face the music: Canadian musicians and human rights | CMHR The human rights of lesbian, gay, bisexual, transgender, queer, 2-spirit and intersex persons (international.gc.ca) OHCHR | About LGBTI people and human rights Gender Identity and Expression as Human Rights | Halifax Public Libraries Canada's human rights commitments (international.gc.ca) International human rights

5 Bibliography

Common Content

Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

Nelson, L. (2014). *Design and Deliver: Planning and Teaching Using Universal Design for Learning* (1st Edition). Paul H. Brookes Publishing Co.

Restoule, J-P., & Chaw-win-is. (2017, October). *Old ways are the new way forward: How Indigenous pedagogy can benefit everyone*. The Canadian Commission for UNESCO IdeaLab.

Roy, D., Kustra, E., Borin, P. (2003). *What is a "Good" Inquiry Question*. McMaster University Library Resources. https://cll.mcmaster.ca/resources/misc/good_inquiry_question.html

Stiggins, R. (2008, September 8). *Assessment FOR Learning, the Achievement Gap, and Truly Effective Schools* [Conference presentation]. Educational Testing Service and College Board conference, Washington, DC, United States.

Universal Design for Learning, Center for Applied Special Technology (CAST) http://www.cast.org/

Subject Specific

Seixas, P. (2006). *Benchmarks of historical thinking: A framework for assessment in Canada*. University of British Columbia: Centre for the Study of Historical Consciousness.

Seixas, P., Morton, T., Colyer, J., & Fornazzari, S. (2013). *The big six: Historical thinking concepts*. Nelson Education.

Sharpe, B., Bahbahni, K., & Tu Huynh, N. (2016). *Teaching geographical thinking (revised and expanded edition).* The Critical Thinking Consortium/ The Royal Canadian Geographical Society.

6 Appendices

6.1 New Brunswick Global Competencies

6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of **assistive technology** that could be used to enhance/facilitate this lesson?	Screen readers, screen magnifiers, speech-to-text, text-to-speech, etc.
Are there **materials which can appropriately challenge** readers to enhance this learning?	The Social Studies SharePoint offers resources which can extend learning for students who require more challenging course material.
Are there students in this group who cannot **access this learning (PLP background)** and whose needs I must revisit before teaching?	Teachers should view previous PLP information for considerations.
Are there other **choices** that can be provided in this learning opportunity?	Learning can be differentiated for outcomes as well as for depths of learning and methods of demonstrating learning.
Is there another/a **variety of media** available? Only paper-based? Can it be listening? Can I add a visual component?	The Social Studies SharePoint offers resources that include visual and auditory means of learning about Social Studies topics.

Can **movement** be involved?	Students can perform this learning on any device.
Grouping and regrouping?	Learning can be cooperative and team-based. Learning can be demonstrated using virtual means and in games and competitions.
Teacher versus non- teacher centered? **Instructional design strategies** –…	Learning always revolves around the teacher, but opportunities exist for students to be more self-directed and self-paced using online resources and project-based learning. Students can self-initiate projects.
Opportunities for students to **propose variations** to the assignments/projects?	Students may propose any variations that will demonstrate achievement of the curriculum outcomes in this course.
Use of **art /music / technology**?	Almost all student resources for this course are available online. There are many additional online resources for Social Studies education, including web sites and videos, listed on the Social Studies SharePoint.
Can I use **drama**? Art….	Multiple modes of artistic expression can be used both to understand, explain, and demonstrate learning about Social Studies topics including ethical, historical, geographical, cultural, sociological, and philosophical elements.
Is there a plan to support the student/s who might already know this subject matter? **Enrichment**	Students can prove prior learning and have opportunities to advance and enrich their own learning. This can be through self-initiated project proposals at various degrees of independence.

Does the **language level** need to be adjusted for the student to access this learning?	This course is highly dependent on the use of the English language. While students can use online translators for context, the demonstrations of learning are usually done in English. The teacher may wish to search for online lessons that are multi-lingual dealing with big concepts in the Social Studies such as justice, citizenship, etc.
Is there an **independent or collaborative activity-project** that would be better meet the needs of one or more students?	This course is best taught using an inquiry approach, which lends itself to project-based learning. Course work can be done independently or collaboratively, based on the needs of the student.
Are there any **experts** that I could bring into the classroom electronically or as a guest speaker?	There are many experts available, locally and online, as well as seminar and lecture videos such as TED talks, etc.
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more **relevant**?	Create, start, and adjust the unit based on the students' interests. There may be many different entry points to a topic based on student readiness, background, and interest, as well as local connections.
Is there a **hands-on experience** that we could do to launch this lesson or this learning?	Learning in the Social Studies is effective when planned through local, place-based approaches. Teachers should seek out opportunities to connect curriculum content and concepts with experiences in the local community.

6.3 Culturally Responsive Teaching

Clarifying "Culture"

To understand the role *culture* plays in our classrooms, it helps to view *culture* as *ways of knowing and being*. Or, as Zaretta Hammond explains it (2015), "Culture is the way that every brain makes sense of the world" (p. 22). Our *ways of knowing and being* influence how we interpret everything. Each person's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world.

What is Culturally Responsive Teaching?

Culturally Responsive Teaching is not a tool, a strategy, or an add-on. It is a way of teaching that recognizes and honours the variety of cultures and experiences from which students are approaching their education and the world. Teachers working to become culturally responsive also recognize their own biases and work to counter their internalized assumptions about levels of physical, social or academic competencies based on gender, culture, race or socio-economic status.

Culturally Responsive Teaching (CRT) is different from Multicultural and Social Justice Education. Whereas Multicultural Education recognizes and celebrates diversity, and Social Justice Education values the fostering of critical lenses, Culturally Responsive Teaching is focused on equitable instructional practices.

Why is CRT a priority practice?

Culturally and linguistically diverse students have trouble remembering and learning in classrooms where they are minoritized and not valued for their unique experiences. Feeling unsafe, unseen or misunderstood leads to "amygdala hijacks," wherein the brain produces cortisol and is unable to learn (Hammond, 2015). *Conversely, when students feel affirmed, trusted and validated as who they are, the teacher can become the "warm demander" that students need (Hammond, 2015).*

What may it look like?

Teachers working to become culturally responsive intentionally and consistently use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations. They affirm students' backgrounds and *funds of knowledge*, and fully and openly expect that learners will achieve.

Teachers working to become culturally responsive understand that they are not "doing something new to students" (Hammond, 2015, p. 52), but rather working internally to transform their own expectations, understandings and practice. Hammond explains:

"Before [we] can leverage diversity as an asset in the classroom, [we] must reflect on the challenges that can interfere with open acceptance of students who are different from [us] in background, race, class, language, or gender" (p. 53).

In culturally inclusive environments, educators:

- use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations.
- affirm learners' *funds of knowledge* by validating, representing and learning from diverse ways of knowing.
- change deficit focuses and approaches into positive ones by focusing on contributions, ways of knowing, histories, and role models which are culturally diverse and may be different from the expected norm.
- respond positively to diverse cultural expressions and share their own.
- build trust with families, especially those from communities that may not have been provided positive schooling experiences in the past.
- recognize and participate in special events that students and school community members are experiencing.
- hold and demonstrate high expectations, while providing as many scaffolds as needed when needed.
- collaborate with families and community to ensure that school plans and initiatives are inclusive of all school members.
- examine their own biases and cultural lenses and respond consistently and effectively to reports of prejudice, bias or discrimination.

Funds of knowledge = knowledge that learners and their family members have because of their unique cultural identities and roles in the family and/or community (e.g., how to resolve conflict, ways to show respect for Elders). Honouring these *funds of knowledge* is valuable as they are culturally relevant and meaningful to learners.

Scaffolds/scaffolding = a variety of instructional techniques used to support students as they move toward stronger understanding and independence

What can I do to start?

When planning, consider:

- What background knowledge do I need to provide, and how can I tap into and validate the knowledge(s) my students have?
- What messages am I sending through the objects and practices in my learning environment? What can I change?
- Who can help me work toward becoming culturally responsive?

When teaching, consider:

- How can I address negative self-talk in my students and model how to "talk back"?
- How can I ensure I find time to listen to my students, and validate their experiences?
- Whose voices and experiences do I amplify? Whose voices are missing or silenced?

When assessing, consider:

- Did I provide adequate explanation and modelling of what I expect, including various exemplars?
- Did I provide space and support for students to choose how to demonstrate their knowledge?
- Has the learner shown an understanding of the outcome, even if it's not what I expected?

For further learning on Culturally Responsive Teaching, please consult the Ready for Rigour Framework (Hammond):
https://crtandthebrain.com/why-we-need-a-framework-for-culturally-responsive-teaching/

6.4 Historical and Geographical Thinking Concepts

The "Big Six" Historical Thinking Concepts

Historical Significance – *looks at why an event, person, or development from the past is important. E.g., what is the significance of a particular event in history? What would have happened if this person [historical figure] had not existed?*
Evidence – *looks at primary and secondary sources of information. To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry, for example, than would be asked about an artefact.*
Continuity and change – *considers what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time?). Includes chronology and periodization, which are two different ways to organize time and which help students to understand that —things happen between the marks on a timeline.*
Cause and Consequence – *examines why an event unfolded the way it did and asks if there is more than one reason for this (there always is). Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., how has the exchange of technologies over time changed the traditions of a culture?). This concept includes the question of – agency, that is, who (what individual or groups) caused things to happen the way they did?*
Historical Perspective – *any historical event involves people who may have held very different perspectives on the event. For example, how can a place be found or – discovered if people already live there? Perspective taking is about trying to understand a person's mind set at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.*
Ethical Dimension – *assists in making ethical judgments about past events after objective study. We learn from the past in order to face the issues of today. Perspective-taking and moral judgement are difficult concepts because both require suspending our present-day understandings/context.*

Seixas, P. (2006). *Benchmarks of historical thinking: A framework for assessment in Canada*. UBC: Centre for the Study of Historical Consciousness.

The Six Portals of Geographical Thinking

Spatial significance – *The central question about matters of geographical importance is: How do we determine and assess the features that make particular geographical phenomena and locations worthy of attention or recognition?*
Patterns and trends – *This portal raises the question: What can we conclude about the variation and distribution of geographical characteristics over time and space?*
Interrelationships – *This portal raises the question: How do human and natural factors and events connect with and influence each other?*
Geographical perspective – *The key question in understanding the geography of a place is: What are the human and physical features and identities, as understood through various lenses, that characterize a place?*
Evidence and interpretation – *This portal raises the questions: What information can be used as evidence to support ides about geography, and how adequately does the geographical evidence justify the interpretations offered?*
Ethical judgment – *The central question invoked by ethical judgement is: How desirable and responsible are the practices and outcomes associated with particular geographical actions and events?*

Sharpe, B., Bahbahni, K., & Tu Huynh, N. (2016). *Teaching geographical thinking (revised and expanded edition).* The Critical Thinking Consortium/ The Royal Canadian Geographical Society.

7 Resources

Canadian Geographic Education: https://cangeoeducation.ca/en/

The Centre for the Study of Historical Consciousness: https://www.cshc.ubc.ca/

The Critical Thinking Consortium: https://tc2.ca/

The Historical Thinking Project: https://historicalthinking.ca/

Social Studies SharePoint: https://nbed.sharepoint.com/sites/SocialStudiesK-12

World of Wisdom: https://world-of-wisdom.ca/portfolio/traditional-knowledge/.