**Social Studies 7 Outcomes**

1. The student demonstrates achievement with **thorough** understanding and application of concepts and skills in relation to the expected learning outcomes.
2. The student demonstrates achievement with **good** understanding and application of concepts and skills in relation to the expected learning outcomes.
3. The student demonstrates achievement with **basic** understanding and application of concepts and skills in relation to the expected learning outcomes.
4. The student demonstrates achievement with **limited** understanding and application of concepts and skills in relation to the expected learning outcomes. The student has not met expectations.

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| **UNIT ONE: INTRODUCTION** |
| **7.1.1 Students will be expected to explore the general concept of empowerment** |
| \*Define power and authority and explain how each influences their own lives |
| \* Identify and categorize sources of power and authority |
| \* Identify groups that are empowered and disempowered in our society (local, national & global) |

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| **UNIT TWO: ECONOMIC EMPOWERMENT** |
| **7.2.1 Students will be expected to analyze how commodities that lead to economic empowerment have changed** |
| \*Identify major economic commodities that have been valued over time |
| \* Examine the importance of land and natural resources as economic commodities in Canada’s history |
| \* Examine the various economic commodities in contemporary society  |

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| **UNIT TWO: ECONOMIC EMPOWERMENT** |
| **7.2.2 Students will be expected to investigate the various ways economic systems empower or disempower people** |
| \*Explain that people have basic needs that must be met |
| \* Analyze the role that money plays in meeting basic needs |
| \* Explain how capital is empowering  |
| \* Investigate and report on challenges of the poverty cycle |

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| **UNIT TWO: ECONOMIC EMPOWERMENT** |
| **7.2.3 Students will be expected to analyze trends that could impact future economic empowerment** |
| \*Identify current trends and examine factors that may impact on these trends |
| \* Predict economic commodities and skills that will empower individuals and groups in the future |
| \* Take actions which provide or enable personal economic empowerment in the future  |

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| **UNIT THREE: POLITICAL EMPOWERMENT** |
| **7.3.1 Students will be expected to evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African- Canadians and Acadians** |
| \*Identify, locate and map, using geographic tools, the various lands and colonies in what is now Canada circa 1850 |
| \* Identify, using geographic tools, the diverse peoples that lived in these lands and colonies circa 1850 |
| \* Describe employment opportunities available to various classes, diverse peoples and genders in urban and rural areas |
| \* Identify and describe religious, health, and educational organizations which were available to various classes, genders, and diverse peoples in urban and rural areas |
| \* Compare the importance of recreation and creative arts in urban and rural geographic areas |

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| **UNIT THREE: POLITICAL EMPOWERMENT** |
| **7.3.2 Students will be expected to analyze how the struggle for responsible government was an issue of political empowerment and disempowerment** |
| \*Research the roles played by the churches, media, reformers, and oligarchies in the struggle for responsible government |
| \* Identify and assess the significance of reports and newspaper articles which impacted the creation of responsible government |
| \* Assess the impact of the rebellions of 1837 in the struggle for responsible government |
| \* Analyze the extent to which responsible government empowered the diverse peoples of the colonies |

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| **UNIT THREE: POLITICAL EMPOWERMENT** |
| **7.3.3 Students will be expected to analyze the internal and external factors that led to Confederation** |
| \*Identify the British North American colonies’ perspectives on Confederation |
| \* Identify the key individuals with power and explain their involvement in making Confederation happen |
| \* Investigate the extent to which external factors affected the Confederation debate |
| \* Determine if Confederation was a democratic process by today’s standards  |

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| **UNIT THREE: POLITICAL EMPOWERMENT** |
| **7.3.4 Students will be expected to examine the political structure of Canada as a result of Confederation** |
| \*Describe the concept of Federalism |
| \* Chart the structure of the Canadian government after Confederation |
| \* Compare and contrast the power given to the different levels of government by the BNA Act |
| \* Explain the role of the individual in the democratic process in Canada |

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| **UNIT FOUR: CULTURAL EMPOWERMENT** |
| **7.4.1 Students will be expected to explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions** |
| \*Trace the political growth of Canada in the early 1870s |
| \* Explain the key factors of the Red River Rebellion of 1870 |
| \* Identify the outcomes of the Rebellion |
| \* Investigate how the National Policy empowered and disempowered peoples and regions of Canada |

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| **UNIT FOUR: CULTURAL EMPOWERMENT** |
| **7.4.2 Students will be expected to analyze the events of the Northwest Rebellion to determine its impact on internal relations in Canada** |
| \*Research the key factors that led to the Northwest Rebellion of 1885 |
| \* Identify the events and results of the Northwest Rebellion |
| \* Assess past and present perspectives on Louis Riel’s role in Canada’s history |
| \* Identify the long-term impact of the rebellions on Canadian internal relations |

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| **UNIT FOUR: CULTURAL EMPOWERMENT** |
| **7.4.3 Students will be expected to analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period** |
| \*Identify the various Aboriginal groups in present day Atlantic Canada during this period |
| \* Describe the way of life of Aboriginal peoples in present day Atlantic Canada during this period |
| \* Explore how national policies, treaties and the Indian Act impacted the Aboriginal peoples of present day Atlantic Canada |

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| **UNIT FOUR: CULTURAL EMPOWERMENT** |
| **7.4.4 Students will be expected to analyze the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914** |
| \*Identify the various cultural groups who came to Canada between 1870 and 1914 |
| \* Investigate the push and pull factors that brought these groups to Canada |
| \* Describe the conditions these groups faced in Canada |
| \* Explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition and spirituality |
| \* Determine whether and how they became more empowered or less empowered by moving to Canada |
| \* Compare Canada’s immigration policies during the 20th century to identify examples of prejudice |

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| **UNIT FOUR: SOCIETAL EMPOWERMENT** |
| **7.5.1 Students will be expected to evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century** |
| \* Describe the geo-political make-up of Canada in the early 1900s |
| \* Research and describe Canadian society and the technological changes that were affecting it at the turn of the 20th Century |
| \* Compare the conditions of everyday life for Canadians at the turn of the 20th century based on the following criteria: socio-economic status, geographic region, ethnic group, urban/ rural, and gender |
| \* Account for the disparities that were evident in society at this time |

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| **UNIT FIVE: SOCIETAL EMPOWERMENT** |
| **7.5.2 Students will be expected to describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada** |
| \* Describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, and women and children in the workforce |
| \* Explain the emergence and development of the labour movement and unions in Canada |
| \* Explain the impact that unions had on improving wages and working conditions |

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| **UNIT FIVE: SOCIETAL EMPOWERMENT** |
| **7.5.3 Students will be expected to examine how women became more empowered through their role in the social reform movements of the late 19th and early 20th centuries** |
| \* Describe the social reform movements that occurred including education and health reform, prison reform, and living and working conditions |
| \* Identify key individuals and groups active in promoting these social changes |
| \* Analyze the impact of these movements on other women’s lives |
| \* Explain how women gained more rights and opportunities as a result of their work with social and political reform |
| \* Take age-appropriate action on social issues in our society today |

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| **UNIT SIX: NATIONAL EMPOWERMENT** |
| **7.6.1 Students will be expected to examine how events in the early 20th century led Canada toward independence** |
| \* Explain the different perspectives in what the peoples of Canada at the time felt about Canada, Britain, and the United States |
| \* Explain how events like the Boer War, the Alaskan Boundary Dispute and the Naval crisis affected the relationship between Canada and Britain, and Canada and the United States |

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| **UNIT SIX: NATIONAL EMPOWERMENT** |
| **7.6.2 Students will be expected to explain Canada’s participation in WWI** |
| \* Explain what caused WWI and why Canada became involved  |
| \* Explain how advances in technology changes how the war was fought |
| \* Demonstrate an understanding of Canada’s role in WWI |

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| **UNIT SIX: NATIONAL EMPOWERMENT** |
| **7.6.3 Students will be expected to demonstrate an understanding of the impact of WWI on Canada and her people** |
| \* Examine the human and social impact of WWI on Canadians |
| \* Examine the economic changes that resulted from Canada’s participation in WWI |
| \* Analyze some of the political issues resulting from Canada’s participation in WWI |