Contemporary Canadian Studies 11

At-a-Glance

PILOT

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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Learners will reflect on the complexity and diversity of Mi'kmaw and other Indigenous cultures in Canada.

Rationale

Indigenous peoples are the original inhabitants of the land that is now Canada. The Mi'kmaq have been in Mi'kma'ki since time immemorial. The phrase "since time immemorial" represents the interconnections the Mi'kmaq and other Indigenous people have had with their ancestral lands since time beyond memory. They have a rich culture that continues to both shape and reflect their lives. Over time, through colonization, assimilationist policies like the Indian Act profoundly impacted Mi'kmaw and other Indigenous peoples' abilities to express their cultures. As a result, Indigenous communities have had to work to protect, reclaim, and revitalize their cultural practices. Since 1945, shifting political and social contexts have led to opportunities for Indigenous peoples to reclaim the complex and diverse social, political, economic, and cultural systems that existed before contact with settlers. Learners will explore the rich, complex cultures of Mi'kmaw and other Indigenous peoples in Canada. As Canadians work toward reconciliation, it is important for learners to recognize the cultural diversity within the Indigenous landscape. Through inquiry, learners will investigate the commonalities that connect Indigenous cultures as well as the historical and contemporary differences that exist between cultures. Learners will analyze the interconnective relationship Mi'kmaw and other Indigenous peoples have with the land and how that relationship has shaped Indigenous cultures.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- **Compare** expressions of culture common across Indigenous cultures (COM, CI, CT)
- **Investigate** the ways in which Mi'kmaw and other Indigenous peoples' interconnective relationships with the land are reflected in their cultures (CZ, COM, CT)
- **Analyse** the continuing effects of colonization on Mi'kmaw and other Indigenous cultures in Canada (CZ, CT)
- **Investigate** the roles spiritual practices play in Mi'kmaw and other Indigenous cultures (CZ, CT, TF)
- **Evaluate** the effectiveness of methods Mi'kmaw and other Indigenous peoples are using to protect, reclaim, and revitalize their cultural identities (CZ, COM, CT)

Concepts (and Guiding Questions)

Expressions of Culture

- Why are cultural expressions important in defining identities?
- How does language impact and reflect cultural identity?
- How do common cultural symbols and practices create connections between Indigenous peoples?
- How are common cultural symbols and practices used or expressed differently by Indigenous peoples?

Interconnective Relationships

- How has geography and place shaped Mi'kmaw and other Indigenous cultures?
- How have worldviews with respect to land shaped Mi'kmaw and other Indigenous cultures?
- How have relocations and the reserve system impacted Mi'kmaw and other Indigenous peoples' relationships with the land?
- How are Mi'kmaw ways of knowing and being expressed through culture?

- How are concepts of interconnectivity expressed in contemporary Mi'kmaw culture, as well as other Indigenous cultures?

Effects of Colonization

- How has the treaty relationship in Mi'kma'ki affected Mi'kmaw culture?
- Why does the impact of treaties on Indigenous cultures vary across Canada?
- How have changes to the Indian Act affected Mi'kmaw and other Indigenous people's abilities to express their cultures?
- How has education been used as a tool for colonization and assimilation?
- How have relocations and the reserve system affected how Mi'kmaw and other Indigenous cultures express their cultures?

Spiritual Practices

- How do spiritual beliefs and practices vary among Indigenous communities?
- How were Mi'kmaw and other Indigenous spiritual practices affected by colonization?
- How do ceremonies connect Mi'kmaw and other Indigenous people with their identities and communities?
- Why are ceremonies and sacred customs considered medicines by Mi'kmaw and other Indigenous peoples?

Protecting, Reclaiming, and Revitalizing

- Why is there a need for Mi'kmaw and other Indigenous peoples to protect and reclaim their cultures?
- What methods have Mi'kmaw and other Indigenous communities used to reclaim and revitalize their cultural practices?
- How are Mi'kmaw and other Indigenous peoples using cultural practices to strengthen their connections to each other and to their heritage?
- How are Mi'kmaw and other Indigenous cultures changing as a result of protection, reclamation, and revitalization?
- How have Mi'kmaw and other Indigenous people been using communications technology to protect, reclaim, and revitalize their cultures?

Skills

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Learners will reflect on the impacts of colonization on Mi'kmaw and other Indigenous peoples' identities, families, and communities.

Rationale

Since time immemorial, Mi'kmaw and other Indigenous peoples have played important roles in their family and community structures that allowed their communities to thrive. After the arrival of European settlers, the impacts of colonialism deeply affected Indigenous peoples' abilities to express their identities, and to engage with their traditional family and community structures. As Canada moves towards decolonization, this outcome provides learners opportunities to engage with Mi'kmaw and other Indigenous worldviews to provide meaningful context for Mi'kmaw and Indigenous ways of knowing and being. Learners will explore the impacts of colonialism on Indigenous women and children, Two Spirits, and family and community structures. They will consider how Indigenous people, their allies, and governments are working towards decolonization so that Mi'kmaw and other Indigenous peoples can reclaim and revitalize their traditional identities, and family and community structures.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal and Career Development (PCD)
- Technological Fluency (TF)

Indicators

- **Analyse** the impacts of colonialism on Mi'kmaw and other Indigenous women and children (CZ, CT)
- **Evaluate** the effects that violence against Mi'kmaw and other Indigenous women has on individuals and communities (CZ, CT)
- **Investigate** how Two-Spirits are reclaiming their identities and roles in community (CZ, COM, CT)
- **Investigate** the ways Mi'kmaw and other Indigenous family and community structures have been affected by colonialism (CZ, CT)

Concepts (and Guiding Questions)

Impacts on Women and Children

- How were women and children traditionally viewed in Mi'kmaw and other Indigenous communities?
- Why did colonialism, including the Indian Act, change the roles and status of women in Mi'kmaw and other Indigenous communities?
- What is the relationship between colonialism and contemporary issues Indigenous women and children face?
- How has the media portrayed Mi'kmaw and other Indigenous women and children?
- How can working towards decolonization impact the lives of Mi'kmaw and other Indigenous women and children?

Effects of Violence Against Women

- How has violence against Indigenous women impacted individuals, families, and communities?
- Why are Indigenous women, including girls and Two-Spirits, more likely to face violence than non-Indigenous women?
- Why was the National Inquiry into Missing and Murdered Indigenous Women and Girls in Canada seen as an important step in addressing violence against Indigenous women?
- How are governments responding to the Calls for Justice from the National Inquiry into Missing and Murdered Indigenous Women and Girls?
- How are Indigenous women and their allies taking action to end violence against Indigenous women and girls?

Two-Spirit Identities and Roles

- How did colonialism disrupt the traditional roles held by Two-Spirits in Indigenous communities?
- Why does the concept of what it means to be Two-Spirited vary among nations?

- How do Mi'kmaw and other Indigenous communities understand the gifts and strengths of Two-Spirits?
- How are individuals, families, and communities working to honour and celebrate Two-Spirited identities in their families and communities?
- How do Two-Spirited identities strengthen individuals' relationships with self, family, and community?

Impacts on Family and Community Structures

- Why are extended family structures important in Mi'kmaw and other Indigenous communities?
- How have colonialist laws, policies, and practices impacted traditional family structures?
- How have relocations and the "reserve system" impacted Indigenous family and community structures?
- How are Indigenous people and their allies working to improve services for Indigenous children and youth in care and their families?
- How are Indigenous people working to protect, reclaim, and revitalize their traditional family structures?

Skills
Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; Communicate the impact of the process.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Learners will evaluate the impacts of the Constitution Act, 1982 on Canadians.

Rationale

The patriation of the Constitution in 1982 marked a significant moment in Canada's growing independence as a nation. At a time when Canada faced significant political and social challenges that threatened national unity, the patriation of the Constitution provided an opportunity for Canadians to work towards addressing and resolving existing issues. The Constitution Act, 1982 offered new pathways for protecting Canadians by entrenching the Canadian Charter of Rights and Freedoms, but also led to fierce debates over Québec sovereignty, Indigenous self-government, and regional concerns that continue today. In this outcome, learners will investigate the complex dynamics that shaped Canada's desire for constitutional reforms. Learners will consider the importance of the introduction of the Charter of Rights and Freedoms in protecting the democratic rights of all Canadians. Learners will explore how Charter cases led to Supreme Court decisions that protect the rights and freedoms for thousands of Canadians including women, people with disabilities, refugees, the 2SLGBTQIA+ community, and those affected by the criminal justice system. Learners will examine how Section 35 of the Constitution Act, 1982 has affected Indigenous peoples and evaluate the ways in which the Act continues to impact Canadians.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** the factors that led to the patriation of the Constitution (CZ, CT)
- **Analyse** the role of the Charter of Rights and Freedoms in protecting rights and freedoms for all people in Canada (CZ, COM, CT)
- **Analyse** the effects of Charter cases on a changing Canadian society (CZ, COM, CT)
- **Investigate** how Section 35 of the Constitution Act affected Mi'kmaw and other Indigenous peoples' abilities to exercise aboriginal and treaty rights (CZ, CT)
- **Evaluate** the effects of the Constitution Act, 1982 on Canadians (CZ, COM, CT)

Concepts (and Guiding Questions)

Factors Leading to Patriation

- What tensions existed between the provinces and the federal government prior to patriation?
- What factors led supporters to advocate for constitutional reform?
- What concerns about patriation emerged?
- How did patriation affect Canadian sovereignty?
- Why is it important to consider all perspectives when examining the challenges that led to patriating the Constitution?

The Charter of Rights and Freedoms

- Why was the introduction of the Charter of Rights and Freedoms important in protecting rights and freedoms in Canada?
- Why does the Charter restrict the powers of Parliament and the provincial legislatures?
- How does the Charter protect the democratic rights of citizens?
- How has the Charter influenced the creation of more equitable laws in Canada?

Charter Cases

- How has the criminal justice system in Canada changed as a result of Charter cases?
- Why does the Charter limit freedom of expression?
- How have Charter cases affected French language rights in Canada?
- How have Canadians used Charter cases as a tool to promote equity in Canadian society?

Aboriginal and Treaty Rights

- How do Aboriginal and Treaty rights differ?
- How did the protection of Aboriginal and Treaty rights under the Constitution Act, 1982 affect Mi'kmaw and other Indigenous people?
- Why was it significant that Section 35 recognizes the Aboriginal and Treaty rights of women?
- How have rulings by the Supreme Court of Canada regarding Aboriginal and Treaty rights affected Mi'kmaw and other Indigenous people?
- Why do Mi'kmaw and other Indigenous people still experience denial of, or infringement on, Aboriginal and treaty rights?

Effects on Canadians

- How did the Constitution Act, 1982 affect Francophones in Canada?
- How have controversies stemming from the patriation of the Constitution shaped contemporary issues?
- How has the media shaped and reflected Canadians' perceptions of the patriation of the Constitution?
- How do landmark decisions by the Supreme Court of Canada continue to influence contemporary issues in Canada?

Skills

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Learners will reflect on the efforts of individuals and groups in Canada to address inequities in Canadian society.

Rationale

Historically, many laws, policies and programs in Nova Scotia and Canada contributed to systemic barriers that led directly and indirectly to inequities that negatively affected many individuals and communities. Systemic barriers have contributed to disparities in areas such as health, education, justice, employment, housing, and access to social services. Many of these barriers resulted from biases and values held by those in positions of power. Decision-making and consultation practices did not take into account the diverse identities, cultures, experiences, and needs of Canadians. Since 1945, countless individuals and groups within Nova Scotia and Canada have continued to work to reverse discriminatory laws, policies, and programs, with the goal of creating systems that promote equity for all. Learners will consider how various laws, policies, and programs created barriers and how those barriers affected Canadians. This outcome provides learners with opportunities to explore how Canadians have resisted inequitable conditions and worked to create greater equity in Canada. Learners will evaluate actions governments have taken to ensure equity for all Canadians.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CZ)

Indicators

- **Investigate** the purpose and scope of discriminatory laws, policies, and programs in Canada (CZ, COM, CT)
- **Question** the effects of systemic barriers on individuals and communities (CZ, CT)
- **Compare** methods Canadians have used to address inequitable conditions (CZ, COM, CT)
- **Analyse** the effectiveness of changes to government policies and programs in ensuring equity for Canadians (CZ, COM, CT)

Concepts (and Guiding Questions)

Discriminatory Laws, Policies, and Programs

- How can discriminatory laws, policies, and programs be identified?
- Why are discriminatory laws, policies, and programs developed at the local, provincial/territorial, and federal levels?
- How have laws and policies created inequalities in Canada?
- How do institutions maintain systemic barriers?

Effects of Systemic Barriers

- How have systemic barriers led to inequities in Nova Scotia and Canada?
- What barriers have the Mi'kmaq, Acadians, African Nova Scotians, and others faced in Nova Scotia?
- How do systemic barriers contribute to disparities vulnerable communities experience?
- Why do the effects of systemic barriers vary among individuals and communities?

Methods to Address Inequities

- How does first voice inform methods Canadians choose when addressing inequities?
- How have Canadians worked to raise awareness about inequitable conditions?
- How have Canadians used political participation to address inequities?
- How have grassroots organizations addressed inequities facing their communities?
- How do methods vary in response to the condition being addressed?

Effectiveness of Change

- Why is it important for governments to engage in meaningful consultation with affected communities before making changes to policies or programs?
- How have changes to policies and programs prevented or removed systemic barriers?

- How have changes to policies and programs affected disparities communities experience?
- Why is it important to consult with affected communities when determining the effectiveness of changes to policies and programs?

Skills

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Question

Consider an argument, perspective or issue in a way that uncovers assumptions, biases, or underlying relationships.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Learners will evaluate the effectiveness of responses of Mi'kmaw and other Indigenous communities to political, economic, and social injustices.

Rationale

Mi'kmaw and other Indigenous peoples across Canada have been working to reverse the unjust political, economic, and social conditions Indigenous communities continue to face. The conditions are a result of the denial of treaty and other Indigenous people's rights. Learners have the opportunity to explore various methods used by Mi'kmaw and other Indigenous communities to advocate for recognition of their rights. They will consider how the effects of media portrayals, systemic barriers, and residential schools continue to affect Mi'kmaw and other Indigenous people and communities. Learners will explore the ways in which communities are effecting change in Canada in response to injustices.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Compare** the methods by which Mi'kmaw and other Indigenous peoples have advocated for the recognition of rights (CZ, COM, CT)
- **Analyse** how the media has portrayed Mi'kmaw and other Indigenous people's responses to injustices (CZ, COM, CT, TF)
- **Investigate** the systemic barriers Mi'kmaw and other Indigenous peoples have faced when responding to injustices (CZ, COM, CT)
- **Analyse** the impacts of the residential school system for Mi'kmaw and other Indigenous communities (CZ, COM, CT)
- **Investigate** the ways Indigenous peoples' advocacy has led to changes in Canada (CZ, CI, CT)

Concepts (and Guiding Questions)

Methods of Advocacy

- Why have rights been historically denied to Indigenous peoples in Canada?
- How does advocacy differ depending on various treaty relationships?
- Why have Indigenous communities needed to advocate for recognition of their rights?
- How have Indigenous communities used various means to advocate for the recognition of rights?

Impact of the Media

- How have media portrayals of Indigenous peoples in Canada changed over time?
- How does the media portrayal of issues concerning Indigenous peoples impact non-Indigenous understandings of treaty rights?
- How are Indigenous peoples' responses to injustices covered in the media?
- How have Indigenous peoples used the media to bring attention to injustices?

Systemic Barriers

- How has the Indian Act created systemic barriers for Indigenous communities?
- Why have governments denied treaty rights?
- How have Indigenous peoples faced barriers in the criminal justice system?
- What barriers to health and community services do Indigenous people face?
- How have government laws, policies, and practices created barriers in responding to injustices?

Effects of Residential Schools

- What were the intentions behind the establishment of the residential school system?
- How were residential school survivors impacted by the loss of their languages and cultures?

- How did residential schools impact dimensions of health for survivors, their families, and communities?
- How have Indigenous individuals and communities taken action to bring awareness to the legacies of residential schools?
- How have Mi'kmaw and other Indigenous communities worked to heal from the effects of the residential school system?

Advocacy and Change

- How has the work of Mi'kmaw and other Indigenous artists led to change in Canada?
- How have Mi'kmaw and other Indigenous communities changed their own circumstances despite lack of assistance from the government?
- How do Mi'kmaw and other Indigenous communities protect and preserve the environment?
- How has the advocacy of Mi'kmaw and other Indigenous communities raised awareness about issues facing Indigenous communities?

Skills

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Learners will evaluate the roles of Black Nova Scotian and Canadian individuals and organizations in leading change in their communities.

Rationale

Black Nova Scotians have called the province home for centuries. The histories, knowledge, resilience, and contributions of Black Nova Scotians have influenced all aspects of life in Nova Scotia. The fifty-two historical Black communities reflect the stories of many diverse groups, including Planters, Loyalists, Maroons, Black Refugees, and individuals from the Caribbean. Across Canada, Black Canadians have worked to effect changes that promote the growth and sustainability of their families, communities, and the country. Since 1945, Black individuals and community organizations have drawn on their rich legacies of civic engagement and social advocacy to identify and address issues. This outcome provides learners with opportunities to investigate the diversity of Black communities in Nova Scotia and Canada, and to consider how that diversity is reflected in the priorities and needs of various communities. Learners will explore the role of first voice and community-based consultations in providing meaningful, authentic decision-making practices that promote sustainable communities. Learners will examine the important roles that individuals and community organizations have played in driving changes to address racism, dismantle systemic barriers, and inspire civic engagement. Learners will evaluate the roles of individuals and community organizations in advocating for rights, protecting and sustaining historical Black communities, and working with governments to provide culturally responsive and Africentric social services and programs that promote community well-being.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Indicators

- **Investigate** the diversity of Black communities in Nova Scotia and Canada (COM, CT)
- **Analyse** the significance of first voice and community-based consultation in government decision-making (CZ, COM, CT)
- **Compare** the ways various individuals and organizations have advocated for equity for Black Canadians (CZ, CT)
- **Investigate** how individuals and organizations are working to protect and sustain historical Black communities (CZ, CT)
- **Analyse** how individuals and organizations have acted to inform and develop responsive social services and programs (CZ, COM, CT)

Concepts (and Guiding Questions)

Diverse Black Communities

- How do the histories and cultures of Black communities vary across Canada?
- What is the role of oral history in Black Nova Scotian and Canadian communities?
- How do communities honour and reflect their unique histories and cultures?
- Why do the priorities and needs of communities vary?
- Why is it important to recognize the diversity of communities when considering their priorities and needs?

First Voice and Community Consultation

- How have government decisions affected selected communities?
- How do community-based consultations promote decisions that support the growth and sustainability of families and communities?
- What roles do family and community meetings play in supporting individuals to make informed decisions during the consultation process?

- How have faith, community, and other organizations advocated for meaningful, authentic consultation processes?
- How can a community engagement approach influence decision-making practices?

Advocating for Equity

- Why do Black communities have a strong legacy of civic engagement?
- How do Africentric principles such as the Nguzo Saba guide and motivate civic engagement?
- How have Black Nova Scotians and Canadians advocated for rights in Canada?
- How do grassroots and community organizations drive reforms?
- How do community priorities and needs influence the ways individuals and organizations advocate?

Protecting and Sustaining

- How does encroachment and gentrification affect Black Nova Scotian and Canadian communities?
- Why is getting clear title to the land important in protecting Black Nova Scotian communities?
- How do individuals and community organizations identify what is important to the sustainability of the community?
- How do individuals and organizations support initiatives to sustain and grow their communities?

Programs and Services

- How have Black Nova Scotian and Canadian individuals and organizations worked with governments to provide equitable access to social services and programs?
- How do systemic barriers impact education, healthcare, housing, and employment opportunities for Black individuals and communities?
- What roles have Black churches played in providing social support to their communities?

- How can Africentric perspectives inform and influence the development of government programs?
- How can governments determine if changes have been effective in supporting improved outcomes and equitable services for Black Canadians?

Skills

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Learners will evaluate Canadian responses to environmental justice issues.

Rationale

Environmental stewardship is at the forefront of contemporary issues. Canada benefits from great natural resource wealth but decisions around land use have had negative effects on vulnerable communities and local environments. Environmental justice seeks to provide fair and meaningful involvement for all Canadians with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Decisions made around land and resource use must provide pathways for a prosperous and sustainable future for all communities in Canada. Learners will consider how decision-making practices around land use have led to vulnerable communities bearing a disproportionate share of negative environmental consequences resulting from industrial, municipal, and commercial operations. Learners will investigate the effects of environmental racism on people in Nova Scotia and across the country. Learners will examine how community advocates and environmentalists are bringing attention to how communities are being negatively affected by environmental regulations and policies. They will explore how the Mi'kmaq, African Nova Scotians and others are responding to ensure that decision-makers include community consultations to make informed decisions and take positive action to guarantee environmental justice. Learners will analyse the responses of local, provincial, and federal governments to ensure environmental justice for Canadians now, and in the future.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** the factors that influence decisions around land use (CZ, COM, CT)
- **Investigate** the effects of environmental racism on communities in local and national contexts. (CZ, COM, CT)
- **Compare** the ways Mi'kmaw and other Indigenous communities advocate for environmental justice (CZ, CT)
- **Analyse** the responses of vulnerable communities to environmental racism. (CZ, COM, CT)
- **Analyse** the responses of local, provincial, and federal governments to environmental injustices. (CZ, COM, CT)

Concepts (and Guiding Questions)

Decisions and Land Use

- How do worldviews affect how decisions about land use are made?
- How do structural inequalities affect decision-making practices?
- Why have community consultation processes changed over time?
- How can meaningful community consultation support environmental justice?
- How can industries, governments, and businesses support fair and meaningful decision-making around land use?

Impacts of Environmental Racism

- How does environmental racism affect the physical and mental health of communities?
- How does environmental racism affect the economic health of communities?
- How has the denial of land titles and land grants contributed to environmental injustice in African Nova Scotian communities?
- How has the reserve system in Canada contributed to and facilitated environmental racism?

- What is the relationship between environmental racism and climate change vulnerability?

Mi'kmaw and Indigenous Advocacy

- How do Mi'kmaw and other Indigenous worldviews influence the ways communities advocate?
- How do Treaty Rights and Aboriginal Title affect how Indigenous communities advocate for environmental justice?
- How does Indigenous stewardship support environmental justice in local and national contexts?
- How has environmental advocacy changed over time?

Responses to Environmental Racism

- What barriers do communities face when responding to environmental injustices?
- How have the Mi'kmaq, African Nova Scotians, and others advocated for environmental justice?
- How has community advocacy led to changes in environmental regulations and policies?
- How have communities advocated for programs and services to respond to ecological and human health risks?
- How are communities working to support sustainable economic development?

Government Responses

- How has the development of environmental laws, regulations and policies changed over time?
- How do economic factors influence government decisions regarding the environment?
- How can addressing structural inequalities support environmental justice?
- What are limitations of government responses to environmental justice issues?

Skills

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Learners will compare the factors that influence Canada's responses to international crises.

Rationale

Since the end of World War II, the global community has faced many international crises, from natural and human-caused disasters to armed conflicts. Decisions made in the face of international crises are rarely straightforward. The Canadian government must balance economic, political, and social factors at home as well as obligations to allies and partners around the world. As a leader on the world stage, Canada has responded to various crises by providing humanitarian aid, peacekeeping forces, and other support to countries around the globe. In this outcome, learners will examine the factors that influence Canada's responses to international crises such as humanitarian emergencies, global climate change, and armed conflicts. They will compare Canada's responses in the face of various crises and explore the factors that influence public perception. Learners will consider the role that Canada's participation in international organizations play in shaping Canada's responses.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Indicators

- **Investigate** how domestic economic and political factors influence Canada's responses to international crises (CZ, COM, CT)
- **Compare** how Canada's responses to crises vary (CZ, CT)
- **Analyze** the factors that influence the Canadian public's perceptions of international crises (CZ, COM, CT)
- **Investigate** the ways Canadian participation in international organizations has shaped Canadian responses to international crises (CZ, COM, CT)

Concepts (and Guiding Questions)

Influence of Domestic Factors

- How do domestic economic factors influence Canada's response to international crises?
- How are Canada's responses shaped by domestic political concerns?
- Why is it important for Canada to consider domestic factors before responding to international crises?

Varying Responses

- Why do responses to conflicts and disasters differ?
- How do responses vary depending on the nature and scale of the crisis?
- How do Canada's past experiences with international crises influence contemporary responses?
- How does Canada's foreign policy influence its responses to various crises?

Factors that Influence Public Opinion

- What role do national values play in shaping Canadians' perceptions of international crises?
- How does the media shape the public's perceptions of responses to international crises?
- How does the Canadian government's stance on an international crisis influence public opinion?
- How do the responses of foreign governments or international organizations influence public opinion?

Participation in International Organizations

- How does Canada's involvement in international organizations affect its responses to crises?
- How does Canada use its influence in international organizations to promote coordinated responses to international crises?
- How does the Canadian government determine when domestic concerns should be prioritized over international obligations?

Skills

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Learners will analyse the significance of Canada's participation in international agreements.

Rationale

In an age of increasing globalization, international relations have significant impacts on a variety of national and international concerns. Canada's actions on the world stage influence Canadians, and the way Canada is viewed by the international community. Issues as far-ranging as trade, environmentalism, human rights, and global security have brought nations together in a wide range of international agreements. Canada's participation in international agreements has built global partnerships and at times, led to disputes with other nations. In this outcome, learners will investigate Canada's motivations for entering into international agreements. They will explore how international agreements help Canada to meet its aims. Learners will consider the significance of Canada's participation in international agreements and how Canada's participation impacts international relations.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Indicators

- **Investigate** Canada's motivations for becoming involved in international agreements (CZ, COM, CT)
- **Investigate** the purpose and scope of selected international agreements in which Canada has been involved (CZ, COM, CT)
- **Compare** the significance of Canada's participation in selected international agreements (CZ, COM, CT)
- **Analyse** the effects of Canada's decisions regarding international agreements on international relations (CZ, COM, CT)

Concepts (and Guiding Questions)

Canada's Motivations

- How do international agreements help to address issues of concern to Canadians?
- How does Canada benefit from becoming involved in international agreements?
- How do domestic and international concerns influence Canada's decisions to commit to international agreements?
- How has Canadian identity changed over time in response to international agreements?

Purpose and Scope of Agreements

- What is the purpose of selected international agreements?
- How do international agreements help Canada to meet its domestic and foreign policy aims?
- What commitments does Canada make when entering into various kinds of international agreements?
- What factors limit Canada's ability to fully meet its commitment to international agreements?

Significance of Canada's Role

- How can the significance of Canada's participation be determined?
- Why does the extent of Canada's participation vary in relation to various agreements?
- How does Canadian foreign policy influence Canada's role in international agreements?
- How have Canada's decisions around international agreements affected Canadians?
- Why is it important to consider multiple perspectives when considering the significance of Canada's participation?

International Relations

- How have international perceptions of Canada changed over time as a result of its participation in international agreements?
- How have international agreements helped Canada to build global partnerships?
- How do shifting international relations influence Canada's commitment to international agreements?
- How has Canada's involvement in international agreements influenced global issues?
- How are global perceptions of Canada affected when it does not meet its obligations?

Skills

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Learners will justify a response to a question relating to a contemporary Canadian issue.

Rationale

As learners move towards independence, this outcome allows them to apply the skills developed throughout the course in relation to inquiry questions they develop. This is an opportunity for learners to further pursue concepts of interest discussed in the course, or to explore other contemporary issues affecting Canadians. Learners use the historical method to guide their inquiries as they use research strategies to develop an argument in response to their inquiry question. Learners can consider their audience and purpose when choosing how best to communicate their response. Teachers should note that learners will require explicit instruction, guided support, scaffolding, and feedback as they develop their skills in relation to this outcome. While the writing process is important in helping learners develop, organize, and communicate their arguments, they can communicate their findings through spoken, written and/or visual forms of communication.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Indicators

- **Formulate** an inquiry question in relation to a contemporary issue (CZ, COM, CT)
- **Implement** research and writing processes (COM, CT)
- **Interpret** primary and secondary sources to support an inquiry (CZ, CT)
- **Evaluate** how various perspectives shape the way an issue is understood (CZ, COM, CT)
- **Synthesize** information from sources to support an argument (COM, CT)

Concepts (and Guiding Questions)

Developing and Inquiry Question

- How can I identify contemporary issues of personal interest?
- How can I use preliminary research to help develop an inquiry question?
- How can historical thinking concepts help me to develop my question?
- How can I determine if my question will support an inquiry?

Research and Writing Processes

- How can I use different methods to conduct research and organize my findings?
- Why do audience and purpose need to be considered when structuring my argument?
- How can I support my argument using evidence?
- How can I use the writing process to effectively communicate my argument?

Primary and Secondary Sources

- How can I determine if a source is valid in relation to my inquiry?
- How can I determine if a source contains accurate and reliable information?
- How can I identify biases within the sources I select?
- Why is it important to use primary and secondary sources to support my argument?
- How can I ensure that the information I select includes all relevant points of view?

Impact of Perspectives

- How can I identify perspectives in sources?
- Why is it important for researchers to be aware of perspectives when conducting research?
- Why do perspectives relating to historical events change over time?
- How can my perspective influence my understanding of an event?
- Why is it important to include various perspectives in my response?

Supporting an Argument

- Why is it important to use evidence from a variety of sources when communicating my response to my question?
- How can information from sources help to ensure that my response is accurate, reliable, and valid?
- How can I use information from print and digital texts to support my argument?
- How can I organize the information I found to effectively support my argument?

Skills

Justify

Support a conclusion based on valid evidence.

Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Implement

Carry out a process, strategy, or plan.

Interpret

Use knowledge and understanding to draw conclusions from given information.

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Synthesize

Combine evidence or information to form a wholistic understanding.