THE ACADEMY FOR GIFTED CHILDREN - P.A.C.E.
CURRICULUM OUTLINE
GRADE SEVEN: GLOBAL PERSPECTIVES

CANADIAN HISTORY

By the end of Grade 7, students will:

Application

- Analyse aspects of the lives of various groups in Canada between 1713 and 1800 (including First Nations, Metis, and Inuit communities), and compare them to the lives of people in present-day Canada. Students will also assess the impact of some key social, economic, and political factors (including social/economic, and/or political inequality) on various Canadians between 1850 and 1914, as well as on the creation and expansion of the Dominion of Canada

Inquiry

- Use the historical inquiry process to investigate perspectives of different groups (including First Nations, Metis, and Inuit communities), on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, as well as between 1850 and 1914

Understanding Historical Context

- Describe various significant events, developments, and people in Canada between 1713 and 1800, as well as between 1850 and 1914, and explain their impact

UNITS OF STUDY:

Unit 1. New France and British North America, 1713 – 1800

Application: Colonial and Present-day Canada

- Analyse key similarities and differences in social values and aspects of life between people in present-day Canada and some different groups and communities, including First Nations, Metis, and Inuit communities, in Canada between 1713 and 1800
- Analyse some of the main challenges facing various individuals, groups, and/or communities, including First Nations, Metis, and Inuit individuals and communities, in Canada between 1713 and 1900 and ways in which people responded to those challenges
- Analyse the displacement experienced by various groups and communities, including First Nations, Metis, and Inuit communities, who were living in or who came to Canada between 1713 and 1800

Inquiry: From New France to British North America

- Formulate questions to guide investigations into perspectives of different groups (including First Nations, Metis, and Inuit communities), on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain
- Gather and organize information and evidence about perspectives of different groups (including First Nations, Metis, and Inuit communities), on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources
- Assess the credibility of sources and information relevant to their investigations
- Analyse and construct maps as part of their investigations into significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, with a focus on exploring their spatial boundaries
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools
- Evaluate evidence and draw conclusions about perspectives of different groups (including First Nations, Metis, and Inuit communities) on significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain
- Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences

Understanding Historical Context: Events and Their Consequences

- Identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800, and describe the historical significance of some of these events for difference individuals, groups, and/or communities
- Identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanges, and explain the significance of some of these agreements for different people and communities in Canada
- Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities),
- Identify key social and economical changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities),
- Describe some significant aspects of daily life among different groups living in Canada during this period (including First Nations, Metis, and Inuit communities as well as different newcomer and settler groups)

- Describe significant interactions between various individuals, groups, and institutions in Canada during this period
- Identify some significant individuals and groups in Canada during this period

<u>Unit 2. Canada, 1800-1850: Conflict and Challenges</u>

Application: Changes and Challenges

- Analyse social and political values and significant aspects of life for some different groups in Canada (including First Nations, Metis, and Inuit communities) between 1800 and 1850
- Analyse some of the challenges facing individuals and/or groups in Canada (including First Nations, Metis, and Inuit communities) between 1800 and 1850 and ways in which people responded to those challenges
- Analyse the displacement experienced by various groups, including Indigenous communities who were living in or who came to Canada between 1800 and 1850, and how some of these groups dealt with their displacement

Inquiry: Perspectives in British North America

- Formulate questions to guide investigations into perspectives of different groups (including First Nations, Metis, and Inuit communities) on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850
- Gather and organize information and evidence about perspective of different groups (including First Nations, Metis, and Inuit communities) on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources
- Assess the credibility of sources and information relevant to their investigations
- Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools
- Evaluate evidence and draw conclusions about perspectives of different groups (including First Nations, Metis, and Inuit communities) on significant events, developments, or issues that affected Canada and/or Canadians living during this period
- Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences

Understanding Historical Context: Events and Their Consequences

- Identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850, and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities, including Indigenous individuals and/or communities
- Identify a few key treaties of relevance to Indigenous people during this time period, including wampum belts exchanges, and explain the significance of some of these agreements for different people and communities in

Canada
- Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities)
- Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities)
- Describe interactions between different groups and communities in Canada during this period
- Identify some significant individuals and groups in Canada during this period, and explain their contribution to Canadian heritage and/or identity

Unit 3. Creating Canada, 1850 – 1890

Application: The New Nation and Its Peoples
- Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory
- Assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Metis, and Inuit individuals and/or communities in Canada between 1850 and 1890
- Assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890
- Analyse some of the actions taken by various groups (including First Nations, Metis, and Inuit communities), and/or individuals in Canada between 1850 and 1890 to improve their lives

Inquiry: Perspectives in the New Nation
- Formulate questions to guide investigations into perspectives of different groups (including First Nations, Metis, and Inuit communities), on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890
- Gather and organize information and evidence about perspectives of different groups (including First Nations, Metis, and Inuit communities) on some significant events, developments, and/or issues that affected, and/or Canadians during this period, using a variety of primary sources and secondary sources
- Assess the credibility of sources and information relevant to their investigations
- Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools
- Evaluate evidence and draw conclusions about perspectives of different groups (including First Nations, Metis, and Inuit communities) on some significant events, developments, and/or issues in Canada during this period
- Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences

Understanding Historical Context: Events and Their Consequences
- Identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890, and explain the historical significance of some of these events for different individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities)
- Describe key political and legal developments that affected First Nations, Metis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation
- Identify some key factors that contributed to the establishment of the residential school system and explain the impact of this system on Indigenous individuals and communities
- Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various non-Indigenous individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities)
- Describe significant instances of cooperation and conflict in Canada during this period
- Identify a variety of significant individuals and groups in Canada during this period and explain their contributions to heritage and/or identities in Canada

Unit 4. Canada, 1890 – 1914: A Changing Society

Application: Canada – Past and Present

- Analyse key similarities and differences in the experience of various groups and communities (including First Nations, Metis, and Inuit communities) in present-day Canada and the same groups in Canada between 1890 and 1914
- Analyse some ways in which challenges affected First Nations, Metis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system and how some of these challenges continue to affect Indigenous peoples today
- Analyse some of the challenges facing various non-Indigenous individuals, groups, and/or communities in Canada between 1890 and 1914
- Analyse actions taken by various groups and/or individuals (including First Nations, Metis, and Inuit communities) in Canada between 1890 and 1914 to improve their lives, and compare these actions to those taken by similar groups today

Inquiry: Perspectives on a Changing Society

- Formulate questions to guide investigations into perspectives of different groups (including First Nations, Metis, and Inuit communities), on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914
- Gather and organize information and evidence about perspectives of different groups (including First Nations, Metis, and Inuit communities) on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources and secondary sources
- Assess the credibility of sources and information relevant to their investigations
- Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools
- Evaluate evidence and draw conclusions about perspectives of different groups (including First Nations, Metis, and Inuit communities) on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period
- Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences

Understanding Historical Context: Events and Their Consequences

- Identify factors leading to some key events or developments that occurred in and/or affected Canada between 1890 and 1914, and explain the historical significance of some of these events for different individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities),
- Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities)
- Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities (including First Nations, Metis, and Inuit communities)
- Describe significant examples of cooperation and conflict in Canada during this period
- Identify a variety of significant individuals and groups in Canada during this period, and explain their contributions to Canadian heritage and/or identity

PREJUDICE & INJUSTICE

By the end of Grade 7, students will:

Application

- Analyse aspects of the lives of the oppressed populations of Nazi-occupied Europe, North American Aboriginals within the Residential Schooling System, and Canadian Muslims after September 11, 2001, and compare and contrast the lives of people within these groups. Students will also assess the impact of some key social, economic, and political

factors that led to prejudices and injustices that have affected a variety of oppressed groups both historically and in the modern day, as well as actions taken by these groups and related outcomes

Inquiry
- Use the historical inquiry process to investigate perspectives of different groups who have faced oppression on some significant events, developments, and/or issues related to the prejudice and injustices they were subjected to

Understanding Historical Context
- Describe various significant events, developments, and people related to a variety of groups who has faced oppression, and explain the impact of their actions and related outcomes from a global perspective

UNIT OF STUDY:

Unit 5. Prejudice, Discrimination, & Racism in the 'Modern' world

Application: Three Groups, Three Struggles
- Analyse key similarities and differences in the experiences of the oppressed populations of Nazi-occupied Europe, North American Aboriginals in the Residential Schooling System, and Canadian Muslims after September 11, 2001
- Analyse some of the challenges faced by these three groups, and compare and contrast these challenges among them
- Analyse various actions taken by these groups to overcome the challenges that affected them, and compare the different courses of action taken by each

Inquiry: Three Groups, Three Perspectives
- Formulate questions to guide investigations into the varying perspectives of the oppressed populations of Nazi-occupied Europe, North American Aboriginals in the Residential Schooling System, and Canadian Muslims after September 11, 2001, and the significant events, developments, and/or issues that they were affected by
- Gather and organize information and evidence about the varying perspectives of groups who have faced oppression on the significant events, developments, and/or issues that they were affected by
- Use a variety of methods to represent findings related to their investigations into some significant events, developments, and/or issues that affected these groups.
- Interpret and analyse information and evidence relevant to their investigations, using a variety of tools and/or methods
- Evaluate evidence and draw conclusions about perspectives of the various groups on some significant events, developments, and/or issues that affected those groups
- Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences

Understanding Historical Context: Three Groups, Three Outcomes
- Identify factors leading to some key events or developments that affected the oppressed populations of Nazi-occupied Europe, African-Americans during the Civil Rights era in America, and Canadian Muslims after September 11, 2001, as well as a variety of other groups who have faced oppression.
- Explain the historical significance of some of these events from a global perspective
- Identify key political and legal changes that occurred that affected these various groups, and explain the impact of some of these changes on individuals within them
- Identify key social and economic changes that occurred that affected these groups, and explain the impact of some of these changes on individuals within them
- Identify a variety of significant individuals that directly impacted the outcomes and/or resolutions of the challenges within which each group was involved

ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

ASSESSMENT FOR LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Checklist	✓	✓	✓	✓
Discussion	✓	✓	✓	✓
Observation	✓	✓	✓	✓
Homework Check	✓	✓	✓	✓
Questioning	✓	✓	✓	✓
Tests	✓	✓	✓	✓
Essay	✓	✓	✓	✓
Tutorials	✓	✓	✓	✓

ASSESSMENT AS LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Conversation	✓	✓	✓	✓
Self-reflection			✓	
Discussion	✓	✓	✓	✓

ASSESSMENT OF LEARNING (EVALUATION)

	Term I	Term II	Term III
Knowledge / Understanding	**20%** • Test: 1800 - 1850 • Oral Presentation: Life in New France (1713 – 1750) • In-Class Debate - "Should France have given up New France?"	**20%** • Test: 1850 – 1890 • Mapping / Timeline Assignment • Oral Presentation: "Life of an Immigrant in Canada" • In-Class Debate - "Should all of British North America joined Confederation?"	**20%** • Creative Presentation: Minecraft Model (Modern Day Oppression) • Written Assignment: Modern Day Oppression • Graphic Novel Study: Historiography / Modern Day Oppression
Application	**20%** • Test: 1800 - 1850 • Oral Presentation: Life in New France (1713 – 1750) • In-Class Debate - "Should France have given up New France?"	**20%** • Test: 1850 – 1890 • Mapping / Timeline Assignment • Oral Presentation: "Life of an Immigrant in Canada" • In-Class Debate - "Should all of British North America joined Confederation?"	**20%** • Creative Presentation: Minecraft Model (Modern Day Oppression) • Written Assignment: Modern Day Oppression • Graphic Novel Study: Historiography / Modern Day Oppression

Thinking/Inquiry	**30%** • Test: 1800 - 1850 • Oral Presentation: Life in New France (1713 – 1750) • In-Class Debate - "Should France have given up New France?"	**30%** • Test: 1850 – 1890 • Mapping / Timeline Assignment • Oral Presentation: "Life of an Immigrant in Canada" • In-Class Debate - "Should all of British North America joined Confederation?"	**30%** • Creative Presentation: Minecraft Model (Modern Day Oppression) • Written Assignment: Modern Day Oppression • Graphic Novel Study: Historiography / Modern Day Oppression
Communication	**30%** • Test: 1800 - 1850 • Oral Presentation: Life in New France (1713 – 1750) • In-Class Debate - "Should France have given up New France?"	**30%** • Test: 1850 – 1890 • Mapping / Timeline Assignment • Oral Presentation: "Life of an Immigrant in Canada" • In-Class Debate - "Should all of British North America joined Confederation?"	**30%** • Creative Presentation: Minecraft Model (Modern Day Oppression) • Written Assignment: Modern Day Oppression • Graphic Novel Study: Historiography / Modern Day Oppression
Total	**100%**	**100%**	**100%**