



Modern History 110

Modern History 110

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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.

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 and course description

Modern History 110 is a streamlined version of Modern History 111-112-113 (2012). While the updated course maintains the original course focus on modern European history, there are fewer outcomes, and the remaining outcomes have been broadened to enable greater personalization of learning and additional focus on human rights and civic agency. Black and Indigenous histories are made visible in the curriculum to provide a more accurate and inclusive understanding of this time period, and there is an increased focus on social histories.

Pedagogical Considerations for Modern History 110

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. In a history course, we must consider how dominant ideologies shape historical narratives. Experiences of the past are diverse and varied whereas popular and public histories often offer singular views on experiences of the past. The curriculum focus is on Modern European History. To develop the Sustainability and Global Citizenship competency, we must explore how the historical events highlighted within were experienced by many groups. Histories in this curriculum must be taught with particular attention to language and narratives that may be re-traumatizing to students.

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 and *Appendix 6.4* on Modern History 11 Support for Multilingual Language Learners 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 responsibly research online) 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 **Modern History 110**:

- [Lateral Reading](#)
- [What Do Other Sources Say?](#)
- [Online Verification Habits](#)
- [Evaluating Videos](#)
- [Challenging Confirmation Bias](#)
- [Critical Digital Literacy Worksheets](#)
- [Digital Civics](#)

3.2 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 on completion of study in social studies. These strands are elaborated upon in the Foundation for the Atlantic Canada Social Studies Curriculum document.

1.1 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.

2.1 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.

3.1 People, Place, and Environment:

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

4.1 Culture and Diversity:

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

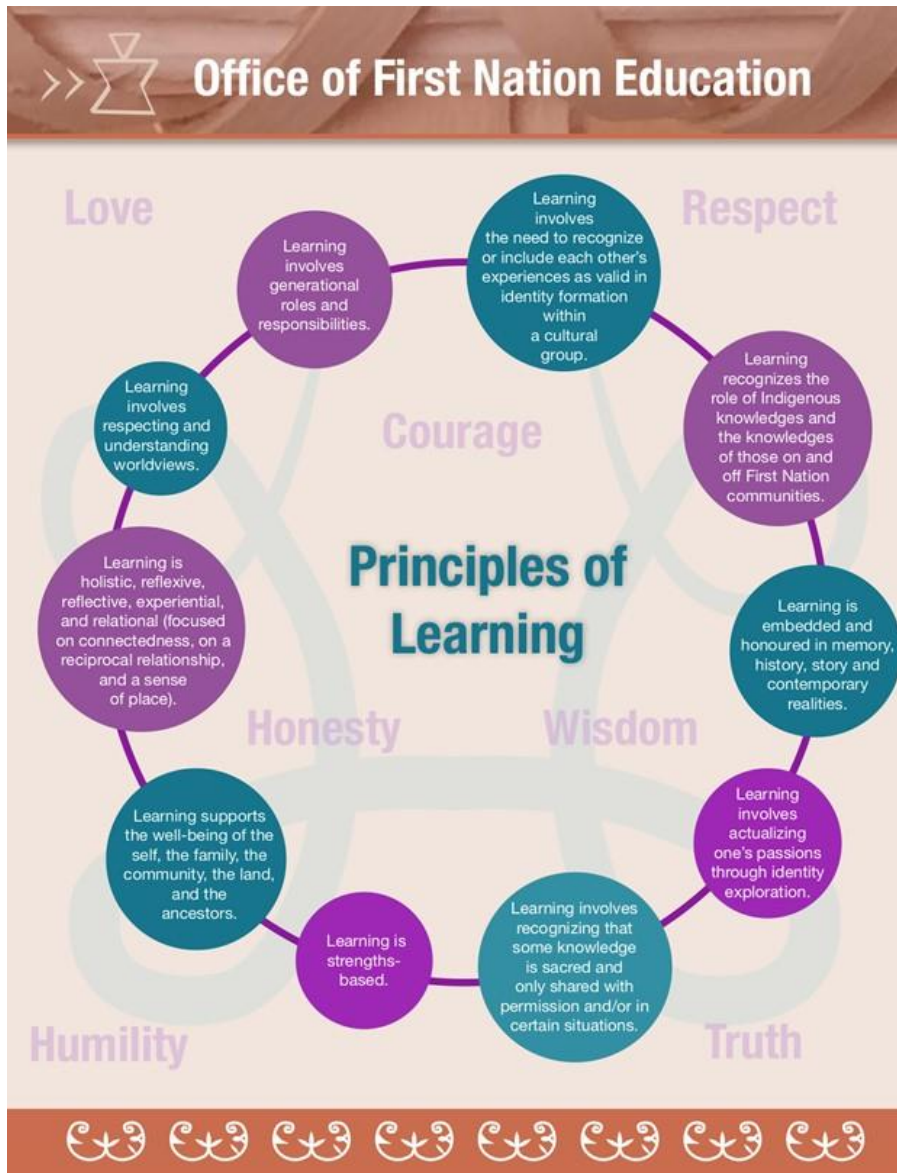
5.1 Interdependence:

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.

6.1 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’kmaq, 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’kmaq, 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’kmaq, 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. Modern History 110 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. The ideal, of course, is to have students create their own critical questions, but students might need direction and practice to be able to formulate 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, please 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 examine the causes and consequences of revolutions.
SCO 1.1	Students will analyze the conditions that lead to revolution.
SCO 1.2	Students will assess the social, political, and economic changes brought on by revolution.
SCO 1.3	Students will assess the social, political, and economic changes of industrialization.

GCO 2	Students will examine the continuity and change of war and violence.
SCO 2.1	Students will analyze the differences between how power is exercised in democracies and autocracies
SCO 2.2	Students will analyze the causes and consequences of WW1 and WW2.
SCO 2.3	Students will evaluate the end of conflicts and how governments achieve collective security.
SCO 2.4	Students will investigate the effects of war on individuals and societies.

GCO 3	Students will examine the ethical dimensions of crimes against humanity.
SCO 3.1	Students will investigate the causes and consequences of the Holocaust.
SCO 3.2	Students will analyze international responses to genocide.
SCO 3.3	Students will evaluate historical responsibility and contemporary accountability for oppression and discrimination.

GCO 4	Students will examine competing ideologies from the Cold War to present day
SCO 4.1	Students will analyze changes in the global political order during the Cold War
SCO 4.2	Students will evaluate individual and collective responses to threats to security.
SCO 4.3	Students will examine post-Cold War social and political changes.

4. Curriculum Outcomes

GCO 1 Students will examine the causes and consequences of revolutions.		
SCO 1.1 Students will analyze the conditions that lead to revolution.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>Causes of revolutions: new ideas, social conflict, political factors, economic conditions</p> <p>The Scientific Revolution</p> <p>Liberalism and republicanism</p> <p>The Atlantic Revolutions</p> <p>The French Revolution</p> <ul style="list-style-type: none"> • The ideas of the Enlightenment: Liberty, freedom, the social contract • Enlightenment thinkers: eg., Locke, Rousseau, Montesquieu, Hobbes, Voltaire, Mary Wollestonecraft, Olympe de Gouges. • Social conflict: the three estates • Absolute Government: lack of accountability to the people • Economic conditions: taxation, tithes, court expenditures, the cost of war 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can discuss the causes of revolutions.</p> <p>I can summarize the main Enlightenment ideas that influenced the French Revolution.</p> <p>I can compare Enlightenment ideas with some contemporary ideologies.</p> <p>I can research the Haitian Revolution and uprisings in Jamaica and West Florida.</p> <p>I can describe how the ideas of the Enlightenment came to influence the populace of France.</p> <p>I can illustrate the differences between the three estates.</p> <p>I can highlight the characteristics of Absolute Government.</p> <p>I can analyze the elements that led to the financial crisis in 18th C France.</p> <p>I can discuss the severity of economic conditions as contributing factors to revolutions.</p>
Resources		
Multimedia	Website	Document
Khan Academy – The Scientific Revolution and the Age of Enlightenment The African Enlightenment Crash Course: The Enlightenment	Khan Academy – Ingredients for Revolution The Origins of Liberalism	Atlantic Revolutions

GCO 1: Students will examine the causes and consequences of revolutions.

SCO 1.2 Students will assess the social, political, and economic changes brought on by revolution.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>The evolution of rights and citizenship</p> <ul style="list-style-type: none"> Who had rights and who did not? Who was considered a citizen? <p>Individual and collective rights</p> <p>Democratic freedoms vs. protection of the state</p> <p>Rights documents:</p> <ul style="list-style-type: none"> the Magna Carta the American Bill of Rights the Canadian Charter of Rights and Freedoms <p>Colonization and the slave trade</p> <p>Results and impact of the Haitian and American Revolutions</p> <p>The Christmas Uprising in Jamaica and the abolition of slavery in Britain</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can describe historians' criteria for measuring historical significance.</p> <p>I can rank the causes of the French Revolution according to their influence.</p> <p>I can identify intended and unintended consequences of the French Revolution.</p> <p>I can investigate the extent to which rights documents are upheld.</p> <p>I can assess how binding rights documents are.</p> <p>I can examine the historical roots of rights and freedoms today.</p> <p>I can compare a modern event with an historical revolution in the context of rights and freedoms.</p> <p>I can explore geographies of who was abducted to be forced into enslavement.</p> <p>I can explain the concept of race-making.</p> <p>I can investigate the Christmas Uprising and colonial emancipation.</p>
Resources		
Multimedia	Website	Document
<p>PBS Egalite for All–Toussaint Louverture and the Haitian Revolution</p> <p>Visions of Education Episode 157–Teaching the Haitian Revolution with Jennifer Pontius-Vandenberg</p>	<p>Roy Rosenzweig Centre for History and New Media–French Revolution teaching resources</p> <p>Chicago Newberry Library–French Revolution digital collection</p> <p>Chicago Newberry Library-American Revolution digital collection</p> <p>Ohio State University–French Revolution teaching resources</p>	<p>Yale Law School Lillian Goldman Library Avalon Project–Declaration of the Rights of Man and the Citizen</p> <p>Declaration of the Rights of Women and the Female Citizen</p> <p>Teaching the Haitian Revolution</p>

GCO 1: Students will examine the causes and consequences of revolutions.

[The French Revolution – Slavery and Remembrance](#)

[Black Experience in the Americas – Haitian Revolution](#)

[Black Loyalist history](#)

[CARGO Black History lessons](#)

GCO 1: Students will examine the causes and consequences of revolutions.

SCO 1.3 Students will assess the social, political, and economic changes of industrialization.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>Technological innovations; social change/conflict; economic conditions.</p> <p>New ideas:</p> <ul style="list-style-type: none"> Marxism, Socialism, Liberalism, The Concept of Property. <p>Technological innovations and resources:</p> <ul style="list-style-type: none"> The assembly line; mass transportation; farming changes. African metallurgy and its impact on the industrial revolution. <p>Social change/conflict:</p> <ul style="list-style-type: none"> Urbanization; class conflict; trade unionism; government regulation; changing family/community structures; the abolitionist movement. <p>Children's rights</p> <ul style="list-style-type: none"> Changing concept of childhood (notions of childhood not equally applicable to all children); children's aid societies; mandatory schooling (including Indian Residential Schools/Indian Day Schools). <p>Economic conditions:</p> <ul style="list-style-type: none"> Laissez-Faire capitalism; colonialism (including the practice of slavery and distinctions between enslaved labourers and wage workers); mercantilism. <p>Local examples of industrialization</p> <ul style="list-style-type: none"> eg., Marysville Cotton Mill; Ganong Chocolate and Candy Company. 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can list criteria historians use to determine significance.</p> <p>I can rank the consequences of industrialization according to their impact.</p> <p>I can describe the immediate and long-term impacts of urbanization on societies.</p> <p>I can discuss technological innovations of the 19th century.</p> <p>I can illustrate the evolution of workers' rights over time.</p> <p>I can speculate on whether change always means progress.</p> <p>I can assess unequal distributions of power and privilege.</p> <p>I can compare aspects of the Industrial period with a modern industrialized society.</p> <p>I can assess the impact of enslavement on persons of African origin and on Indigenous peoples.</p> <p>I can compare abolitionism and resistance in Africa with abolition and resistance across other colonized regions.</p> <p>I can describe the role of race in racial exclusion.</p> <p>I can identify the changes that industrialization had/has on Indigenous identities.</p> <p>I can investigate how people organize to resist oppression.</p>
Resources		
Video	Website	Document
The Secret Life of Canada - S3: Crash Course on "Uncle Tom"	Slave trade and the British economy	Friedrich Engels, The Condition of the Working Class in England in 1844

GCO 1: Students will examine the causes and consequences of revolutions.

[Triangle Shirtwaist Factory Fire: The Disaster that Changed the Workplace Forever](#)
(sponsored video so includes ads)

[The story of slavery in Canadian history](#)

[Writing About Slavery? This might help](#)

[“Indian Schools” in New Brunswick](#)

[Black Loyalists](#)

[Canada’s slavery secret – The whitewashing of 200 years of enslavement](#)

[The Impacts of Liberalism in the 19th Century](#)

[Factory Fire in Bangladesh](#)

[Robert Owen, A New View of Society](#)

[NB Archives Search – Daniel F Johnson’s New Brunswick Vital Statistics:](#) *Search term “slave” or “slavery”

[Colonialism in Canada and its Impact on Indigenous Communities](#)

GCO 2 Students will examine the continuity and change of war and violence.

SCO 2.1 Students will analyze the differences between how power is exercised in democracies and autocracies.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>The role of nationalism in the exercise of power by European nations from 1860 to 1945.</p> <ul style="list-style-type: none"> • The Balkans • Germany • Britain (including colonial rule) • Nation-to-nation relationships in British North America • Colonialism <p>WW1:</p> <ul style="list-style-type: none"> • Nativism as a consequence of nationalism <ul style="list-style-type: none"> ○ Exclusionary immigration policies ○ Ukrainian internment • Imperialism • Totalitarianism <ul style="list-style-type: none"> ○ What did these political ideologies mean for Black and Indigenous Lives? <p>WW2:</p> <ul style="list-style-type: none"> • Communism • Stalinism • Fascism • National Socialism <p>Local connections: The Indian Act</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can list political ideologies in Europe prior to WW1.</p> <p>I can describe how these ideologies create conceptions of “other”.</p> <p>I can research Partition and resistance in Africa (1880s-1910s).</p> <p>I can consider historical perspectives to explain concepts of nationalism.</p> <p>I can ask good questions that turn primary sources into evidence.</p> <p>I can explain the concept of ethnic nationalism.</p> <p>I can make evidence-based inferences to describe historical perspectives on nationalism.</p> <p>I can describe differences between autocracies and democracies.</p> <p>I can investigate aspects of life under totalitarian regimes.</p> <p>I can examine the benefits of democratic freedoms.</p> <p>I can assess whether democracies can have totalitarian features.</p> <p>I can assess the role nationalism plays in a modern society involved in conflict.</p> <p>I can speculate on the Indian Act as an expression of nationalism.</p>
Resources		
Multimedia	Website	Document
The Secret Life of Canada - S2: Indian Act	Order-in-Council P.C. 1911-1324 – the Proposed Ban on Black Immigration to Canada TC² History Docs – WW1 internment	Totalitarianism and the rise of the Dictators Exposing hate teacher guide

GCO 2: Students will examine the continuity and change of war and violence.

[Case studies in Imperialism](#)

[The Roots of Nationalism](#)

[Distinguishing Nationalism and
Ultrnationalism](#)

[Effects of Nationalism](#)

GCO 2: Students will examine the continuity and change of war and violence.

SCO 2.2 Students will analyze the causes and consequences of WW1 and WW2.	
Concepts and Content	I Can Exemplars:
<p>Topics may include:</p> <ul style="list-style-type: none"> • German Unification • The Partition of Africa • The Moroccan crisis • The Balkan crisis • The July crisis of 1914 <p>Power potential</p> <ul style="list-style-type: none"> • Geographic factors • Natural resources • Alliances • Political borders • Industry • Socio-psychological factors <p>Power relationships in the interwar period</p> <ul style="list-style-type: none"> • Political ideologies of the interwar period. • The Weimar Republic • European government failures during the 1920s and 1930s • The Spanish Civil War <p>The stock market crash of 1929 and the Great Depression</p> <p>German expansionism</p> <p>Global scale</p> <ul style="list-style-type: none"> • the theatres of war • Conscripts and volunteers from colonized territories who formed a substantial component of both fighting and support forces <p>The effects of mechanized/industrialized warfare:</p> <ul style="list-style-type: none"> • Trench warfare; the machine gun; the tank; poison gas. • Continuity of military industrial complex. 	<p>(please note that these are exemplars only and not requirements)</p> <p>I can describe how power is exercised on a continuum.</p> <p>I can investigate different conceptions of power.</p> <p>I can assess the power potential of nations.</p> <p>I can illustrate power potential using a generic use of force continuum.</p> <p>I can investigate the role of conscripts and volunteers from colonized territories.</p> <p>I can describe the short- and long-term consequences of the wars.</p> <p>I can illustrate the effects of industrialization of warfare.</p> <p>I can discuss which were unintended consequences of the wars, including the atomic bomb.</p> <p>I can identify causes that hold greater significance.</p> <p>I can analyze the decision-making in dropping the atomic bomb.</p> <p>I can debate whether WW1 and WW2 should be considered two distinct and separate events, or one war.</p>

GCO 2: Students will examine the continuity and change of war and violence.

<p>US emergence as a superpower</p> <p>The Atomic bomb as a warning to the Soviets</p> <p><i>*While the content of this outcome is important in understanding the changing face of war in the 20th century, experiences of war are not in the past for all students. Please be mindful of the students in your classrooms and consider that the framing of this content has the potential to traumatize and re-traumatize.</i></p>		
<p>Resources</p>		
<p>Multimedia</p> <p>Empires Before World War 1</p> <p>The Secret Life of Canada - S2: Shout Out to Private Buckam Singh</p>	<p>Website</p> <p>SHEG History Lessons – The Atomic bomb</p> <p>Photographs as History</p> <p>TC² History Docs – The Interwar Years</p> <p>Canada and the First World War</p> <p>Canadian Newspapers and the Second World War</p> <p>The Weimar Republic lessons</p>	<p>Document</p> <p>Political Ideologies of the Interwar Years</p>

GCO 2: Students will examine the continuity and change of war and violence.

SCO 2.3 Students will evaluate the end of conflicts and how governments achieve collective security.		
Concepts and Content		I Can Exemplars:
Topics may include: The Peace and Friendship Treaties The treaties to end the Great War in 1919 The articles of the Treaty of Versailles The League of Nations The founding of the United Nations NATO/Warsaw Pact Organization of African Unity/African Union		(please note that these are exemplars only and not requirements) I can discuss the purposes for treaty-making. I can research collective security aims of the Peace and Friendship treaties. I can contextualize historical perspectives on the 1919 treaty negotiations. I can compare the quest for collective security in 1919 to modern day efforts. I can consider how nations determine that a war is over. I can assess modern efforts to maintain peace and security.
Resources		
Multimedia	Website	Document
	SHEG History Lesson – Armistice SHEG History Lesson – Appeasement SHEG History Lesson – League of Nations About the African Union Peace and Friendship Treaties The Canadian Encyclopedia Shining a Light on the Peace and Friendship Treaties of 1760 and 1761 The Loyalist Collection (unb.ca)	Treaty of Peace with Germany (Treaty of Versailles) The Peace Treaty of Versailles

GCO 2: Students will examine the continuity and change of war and violence.

SCO 2.4 Students will investigate the effects of war on individuals and societies.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>Government propaganda</p> <p>Civilian casualties/effects</p> <p>Public reactions:</p> <ul style="list-style-type: none"> • artists, • journalists • "The Lost Generation" <p>Displaced persons</p> <ul style="list-style-type: none"> • Refugees • Orphans • Interned peoples <p>Economic impact</p> <p>Immigration</p> <p>Changing gender roles</p> <p>Women's rights</p> <ul style="list-style-type: none"> • How were women's rights experienced differently based on race? • Women in the workforce <p>The Civil Rights movement/"Double V" campaign</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can discuss the effects of war on individuals and societies.</p> <p>I can corroborate inferences from multiple sources to describe experiences on the Front and the Home Front.</p> <p>I can research the involvement of Black and Indigenous people in World War I and II.</p> <p>I can explore economic anti-colonialism, including African labour movements (1910s-1940s).</p> <p>I can investigate the economic impacts of war.</p> <p>I can research experiences of interned citizens.</p> <p>I can analyze the development of women's rights due to wartime changes.</p> <p>I can discuss why some women experienced rights that others did not.</p> <p>I can illustrate the development of civil rights after WWII.</p> <p>I can examine the connections between the female labour force during WWII the introduction of Home Economics in education.</p>
Resources		
Multimedia	Website	Document
Forgotten Warriors by Loretta Todd	SHEG History Lesson – Nazi propaganda	"Canada's Answer" by Norman Wilkinson
CBC documentary – <i>Love, Hate, and Propaganda</i>	Canadian Wartime Propaganda	"For What" by Frederick Varley: painting, For What? Canadian War Museum
Impact of War on Civilians	Experiences of Black veterans – Hugh Burnett	
Hiroshima and Nagasaki bombings	Japanese internment in Canada.	OFNE Social Studies Module 12 – Indigenous Veterans

GCO 2: Students will examine the continuity and change of war and violence.

[TC² History Docs – WWII](#)

[Black Canadians in Uniform](#)

[Indigenous Veterans](#)

[The Geneva Conventions](#)

[The Civil Rights Act of 1964: A Long Struggle
for Freedom – World War II and Post War
\(1940–1949\)](#)

[The Double V Victory](#)

[WW2 info – Verzetsmuseum](#)

[Psychological Impact of Victims of War and
Conflict](#)

GCO 3 Students will examine the ethical dimensions of crimes against humanity.

SCO 3.1 Students will investigate the causes and consequences of the Holocaust.		
Concepts and Content	I Can Exemplars:	
<p>Topics may include:</p> <p>Jewish life in Europe before the Holocaust</p> <ul style="list-style-type: none"> Families and communities in different countries The gay community in 1920s-30s Berlin <p>The progression of the Holocaust from 1933 until 1945</p> <ul style="list-style-type: none"> German restriction of the rights of Jewish citizens The Nuremburg Laws Kristallnacht The ghettos Concentration camps <ul style="list-style-type: none"> The Wannsee Conference (the Final Solution) Extermination camps Children, Roma, persons with disabilities, LGBTQ2IS+ <p>Resistance movements</p> <ul style="list-style-type: none"> Jewish resistance; the White Rose movement; Dutch resistance The Righteous Among the Nations <p>International response to Jewish refugees during and after the Second World War</p> <ul style="list-style-type: none"> Canada: <ul style="list-style-type: none"> The Christie Pits Riot Closed-door policy <ul style="list-style-type: none"> The S.S. St. Louis “None is too many” <p>The Geneva Conventions</p>	<p>(please note that these are exemplars only and not requirements)</p> <p>I can define antisemitism.</p> <p>I can cite historical and modern examples of antisemitism.</p> <p>I can investigate the events of the Holocaust using primary and secondary sources.</p> <p>I can locate and examine survivor testimonies.</p> <p>I can create a timeline of the Holocaust.</p> <p>I can explain the causes, method and scope of the genocide.</p> <p>I can discuss the role of Canadian and European citizens in perpetuating the Holocaust.</p> <p>I can assess historical accountability and contemporary responsibility for the Holocaust.</p>	
Resources		
Multimedia	Website	Document

GCO 3: Students will examine the ethical dimensions of crimes against humanity.

[The Christie Pits Riot](#)

[The Holocaust and Human Behaviour](#)

[“Reconstructing a Survivor’s Life After Genocide” lesson plan by Mark Perry](#)

[Lesson Plans](#)

[Wannsee protocol, January 20, 1942](#)

[Jewish Life in Europe Before the Holocaust](#)

[Pre-war Jewish life](#)

Pyramid of Hate—ADL:
[pyramid-of-hate.pdf \(adl.org\)](#)

[Jewish Warsaw - Past and Present](#)

[Open Hearts, Closed Doors – The War Orphans Project](#)

[Jewish Resistance](#)

[Gay Berlin](#)

[Honoring LGBTQ+ Pride Month through Testimony | USC Shoah Foundation](#)

[A Peek Inside Berlin's Queer Club Scene Before Hitler Destroyed It \(advocate.com\)](#)

[About the Righteous \(yadvashem.org\)](#)

GCO 3: Students will examine the ethical dimensions of crimes against humanity.

SCO 3.2 Students will analyze international responses to genocide.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>International action and human rights legislation resulting from the Holocaust:</p> <ul style="list-style-type: none"> • The Nuremburg trials • Creation of the United Nations • Universal Declaration of Human Rights • the 1952 Geneva Convention and Protocol Relating to the Status of Refugees <p>Topics might include:</p> <ul style="list-style-type: none"> • the Armenian Genocide • Srebrenica (Bosnian War) • the Rwandan genocide (International Criminal Tribunal) • the Darfur crisis in Sudan • Cambodia under the Khmer Rouge regime • Truth and Reconciliation in Canada and South Africa • Yazidi genocide in Iraq • Rohingya displacement crisis in Myanmar • Ughyur experiences in China <p>*The content in this outcome is important and challenging learning. Teachers must take care to be sensitive to students’ diverse beliefs and levels of awareness, while also respecting human rights principles. Genocide is a topic that must be treated with the utmost respect to survivors.</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can articulate that genocide is not restricted to the Holocaust.</p> <p>I can identify the ten stages of genocide.</p> <p>I can describe how countries and organizations respond to genocide.</p> <p>I can define crimes against humanity.</p> <p>I can analyze the role of power and privilege in reconciliatory processes.</p> <p>I can assess historical accountability and contemporary responsibility for genocide.</p>
Resources		
Multimedia	Website	Document
<p>10 Things the Rules of War do</p>	<p>United Nations – Genocide prevention</p> <p>Human rights in times of conflict</p> <p>iWitness – teaching with Testimony</p> <p>Canada’s Efforts at Restitution</p> <p>The Horrors of Ultrnationalism</p>	<p>UDHR</p>

GCO 3: Students will examine the ethical dimensions of crimes against humanity.

SCO 3.3		Students will evaluate historical responsibility and contemporary accountability for oppression and discrimination	
Concepts and Content		I Can Exemplars:	
<p>Topics may include:</p> <p>Definition of crimes against humanity</p> <p>Truth and Reconciliation Commission progress</p> <p>Missing and Murdered Indigenous Women and Girls</p> <p>Enslavement and reparations</p> <p>Human rights</p> <p>Canadian and local examples of human rights advocacy</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can explain how historical events inform decision-making today.</p> <p>I can examine how historical narratives inform perceptions of events in the past.</p> <p>I can discuss my responsibilities as a treaty person.</p> <p>I can state my perspective on individual and collective responsibility to human rights and dignity.</p> <p>I can explain the rights that I have in:</p> <ul style="list-style-type: none"> • New Brunswick • Canada • Globally <p>I can discuss the actions I can take to uphold the rights and dignity of all people.</p> <p>I can identify groups and movements in my communities working to uphold rights and dignity of all people.</p>	
Resources			
Multimedia	Website	Document	
TED Talk - Why fascism is so tempting and how your data could power it	TC² Background Briefs – Historic injustices and redress in Canada	New Brunswick Black History Month posters	
	Assuming Responsibility for Past Injustices	New Brunswick Association for Community Living 150 Years of Inclusion ebook	
	The case for African American reparations, explained		
	Lena O’Ree		
	Fred Hodges		
	Ralph Thomas		

GCO 3: Students will examine the ethical dimensions of crimes against humanity.

[Joe Drummond](#)

GCO 4: Students will examine the competing ideologies from the Cold War to present day.

GCO 4 Students will examine competing ideologies from the Cold War to present day

SCO 4.1 Students will analyze changes in the global political order during the Cold War		
Concepts and Content	I Can Exemplars:	
<p>Topics may include:</p> <p>The concept of Cold War and Containment</p> <ul style="list-style-type: none"> • Vietnam and Southeast Asia • Cuba and Latin America • East Berlin <p>The Gouzenko affair</p> <p>Arms race</p> <ul style="list-style-type: none"> • The space race <p>The Korean War</p> <p>Decolonization/Civil Rights Movement</p> <ul style="list-style-type: none"> • the Mau Mau Uprising • anti-colonial newspaper movements in Africa • economic anti-colonialism, including African labour movements (1910s-1940s) <p>Western presence in Afghanistan</p>	<p>(please note that these are exemplars only and not requirements)</p> <p>I can discuss the concept of Cold War.</p> <p>I can define and identify propaganda.</p> <p>I can analyze representations of “good” and “evil” in popular culture.</p> <p>I can discuss African geography and social/political contexts.</p> <p>I can research anticolonial movements in Africa.</p> <p>I can analyze the effects of colonialism and how it led to civil wars.</p>	
Resources		
<p>Multimedia</p> <p>CBC Archives: The Gouzenko Affair</p> <p>TED Talk: Who Won the Space Race?</p> <p>Origins of the Cold War (video) Khan Academy</p>	<p>Website</p> <p>SHEG History Lessons – The Cold War</p> <p>United Nations and Decolonization</p> <p>SHEG History Lessons – The Korean War</p> <p>Teach Propaganda</p> <p>The Mau Mau uprising</p>	<p>Document</p> <p>The Truman doctrine</p>

GCO 4: Students will examine the competing ideologies from the Cold War to present day.

[African media breaks 'culture of silence' | Africa Renewal \(un.org\)](#)

GCO 4: Students will examine the competing ideologies from the Cold War to present day.

SCO 4.2 Students will evaluate individual and collective responses to threats to security.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>International perspectives and measures taken in the 1950's and early 1960's re. nuclear weapons:</p> <ul style="list-style-type: none"> • Mutual Assured Destruction • Peaceful Coexistence • Detente <p>Nuclear threat and responses</p> <ul style="list-style-type: none"> • The Cuban Missile Crisis • The Berlin Blockade • China • North Korea • India/Pakistan <p>Anti-communism (McCarthyism)</p> <p>Iraq</p> <p>Crimea</p> <p>Anti-nuclear/peace movements post-1945</p> <p>The "war on terror"</p> <p>Indigenous perspectives on collective security</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can define what a threat to security could involve.</p> <p>I can analyze public reactions to perceived threats to national security.</p> <p>I can examine the role of nuclear weapons in political relationships.</p> <p>I can discuss how nuclear threat was the defining element of the Cold War.</p> <p>I can analyze western society's response to the nuclear threat.</p> <p>I can illustrate developments in Berlin between 1945 and 1965.</p> <p>I can define xenophobia.</p> <p>I can identify examples of Islamophobia.</p> <p>I can discuss Indigenous rights movements as efforts towards collective security.</p>
Resources		
Multimedia	Website	Document
<p>Canada and NATO</p> <p>The Deeper Consequences of the War on Terror</p> <p>The postwar era (1945-1980) US history Khan Academy</p>	<p>SHEG History Lessons – The Cuban Missile Crisis</p> <p>Canada and the War in Afghanistan</p> <p>Peace Movement The Canadian Encyclopedia</p> <p>Nuclear Weapons – UNODA</p>	

GCO 4: Students will examine the competing ideologies from the Cold War to present day.

[Choices Program | The Costs of War - Choices Program](#)

SCO 4.3 Students will examine post-Cold War social and political changes.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>The fall of the Soviet Union</p> <p>The end of apartheid</p> <p>Internationalism and international cooperation</p> <p>Globalization</p> <p>The European Union</p> <p>China as a superpower</p> <p>The information age</p> <p>Pop culture</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can examine the impact of anti-communist propaganda on freedom of speech.</p> <p>I can understand the long-term impact of the nuclear arms race on societal perception of Russian culture.</p> <p>I can discuss the influence of the Space Race on popular culture and the Arts.</p> <p>I can discuss the impact the rise of global superpowers have on the way nations are represented in arts and media.</p> <p>I can examine the global impact of the emergence of independent countries formerly part of the USSR.</p> <p>I can discuss the cultures and traditions of East and West Berlin since the fall of the Berlin Wall and their impact on German ideologies.</p> <p>I can analyze the rise and fall of superpowers on the global stage.</p> <p>I can discuss the influence of the information age on globalization.</p> <p>I can examine the influence of the European Union on immigration across Europe.</p>
Resources		
Multimedia	Website	Document
<p>What is the 'Paris Agreement', and how does it work? - YouTube</p> <p>European Parliament & OECD join forces in AI policymaking - YouTube</p>	<p>History of the EU (europa.eu)</p> <p>Middle Class: Winners or Losers in a Globalized World? Center For Global Development (cgdev.org)</p>	

GCO 4: Students will examine the competing ideologies from the Cold War to present day.

[Timeline of the 1990s and the Last Hurrah of the 20th-Century](#)

[Canadian Pop Culture](#)

[Confronting Apartheid Table of Contents | Facing History and Ourselves](#)

[A brief history of globalization | World Economic Forum \(weforum.org\)](#)

[Exploring Berlin's Underground Punk Scene](#)

[The East German Punks Who Helped Bring Down the Berlin Wall](#)

[The End of the Cold War-Canadian History Post-Confederation](#)

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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.

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

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 site .
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.

<p>Does the language level need to be adjusted for the student to access this learning?</p>	<p>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.</p>
<p>Is there an independent or collaborative activity-project that would be better meet the needs of one or more students?</p>	<p>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.</p>
<p>Are there any experts that I could bring into the classroom electronically or as a guest speaker?</p>	<p>There are many experts available, locally and online, as well as seminar and lecture videos such as TED talks, etc.</p>
<p>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?</p>	<p>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.</p>
<p>Is there a hands-on experience that we could do to launch this lesson or this learning?</p>	<p>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.</p>

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 Modern History 11 Support for English Language Learners

New Brunswick Modern History 11: Essential Vocabulary and Learning Tools

Acknowledgments

The New Brunswick English Language Inclusion Network gratefully acknowledges the contributions of the following individuals toward the development of the New Brunswick Modern History 11: Essential Vocabulary and Learning Tools Resource:

- Katy Arnett
- Renée Bourgoin
- Kathy Whynot
- Shana Saunders
- Heidi O’Connell
- Mark Perry
- Corey Harvey

Dr. Katy Arnett and Renée Bourgoin have granted permission for the adaptation and use of some content from, “*Access for Success: Making Inclusion Work for Language Learners*” in the additional resources section of this document.

General Advice and Overview

All learners, and language learners in particular, require content vocabulary support. This resource is intended to help support learners in comprehending and employing content- area vocabulary in Modern History 11 courses. Though this resource was developed particularly for language learners, the essential vocabulary lists, personalized glossary of terms, and additional resources found within this document will be of benefit to all learners.

Suggested Use:

- Teachers provide students with essential vocabulary lists at the beginning of a unit or identify and display essential vocabulary as part of daily lessons.
- Students engage in self-selecting new or difficult vocabulary from lesson/unit essential vocabulary lists, and add them to their personalized glossary of terms.
- Students add translations where relevant, pictures, connections, words with the same meaning, using it in a sentence, etc. to help build and extend on their understanding and use of content-area vocabulary.

Example of Student Template:

Personalized Glossary of Terms Template

Word	Notes (picture, connection, words with the same meaning, in a sentence, etc.)

LANGUAGE X Translated Historical Thinking Concepts, Specific Curriculum Outcomes, and Outcomes-Based Vocabulary Lists

Historical Thinking Concepts / TRANSLATED TEXT:

Historical Significance – How do we decide what is important to learn about the past?	TRANSLATED TEXT
Evidence – How do we know what we know about the past?	TRANSLATED TEXT
Continuity and Change – How can we make sense of the complex flows of history?	TRANSLATED TEXT
Cause and Consequence – Why do events happen, and what are their impacts?	TRANSLATED TEXT
Historical Perspectives – How can we better understand the people of the past?	TRANSLATED TEXT
The Ethical Dimension – How can history help us to live in the present?	TRANSLATED TEXT

Modern History 11 Specific Curriculum Outcomes/TRANSLATED TEXT:

GCO 1/TRANSLATED TEXT

Students will examine the causes and consequences of revolutions/ TRANSLATED TEXT

Students will/TRANSLATED TEXT:

1.1 Analyze the conditions that lead to upheaval.

TRANSLATED TEXT

1.2 Assess the social, political, and economic changes of the French Revolution.

TRANSLATED TEXT

1.3 Assess the social, political, and economic changes of the Industrial Revolution.

TRANSLATED TEXT

1.4 Speculate on the connections between rights and freedoms, responsibilities and revolutions.

TRANSLATED TEXT

GCO 1: Essential Vocabulary/TRANSLATED TEXT

French Revolution/TRANSLATED TEXT

- Absolutism - TRANSLATED TEXT
- Afraid
- Arrested
- Aristocracy
- Assembly
- Authority
- Bankers
- Bourgeoisie
- Canadian Charter of Rights and Freedoms
- Chronology
- Church
- Citizenship
- Civil
- Clergy
- Concept
- Conflict
- Constitution
- Constitutional Monarchy
- Death
- Debt
- Decision
- Democracy
- Divine Rights
- Disobedience
- Doctor
- Due Process
- Economic
- Employer
- Enemy
- Enlightenment
- Entitled
- Equality
- Executed
- Extravagant
- Feudalism
- First, Second, and Third Estates
- Farmer
- Fear
- France
- Freedom
- Fundamental
- Girondins
- Government
- Guilty
- Hypothesis
- Inductive
- Inequality
- Inquisition
- Jacobins
- Laws
- Lawyer
- Leader
- Legal
- Magna Carta
- Merchant
- Minority
- Mobility
- Monarchy
- National
- Nobility
- Official
- Peasant
- Permission
- Philosopher
- Population
- Power
- Primary Source
- Prison
- Privilege
- Promotion
- Protect
- Rebellion
- Refuse
- Removed
- Revolution
- Rights
- Riot
- Royal
- Ruled
- Social Contract
- Spy
- Suspected
- Taxes
- Terror
- Trial
- Violence
- Wealth
- Weapon

Industrial Revolution

- Affect
- Agriculture
- Atmosphere
- Automation
- Automobile
- Bridge
- Canal
- Capitalism
- Cemetery
- Challenges
- Class System
- Coal
- Computer
- Cottage
- Cotton
- Demand
- Disease
- Developing
- Emancipation
- Energy
- Factory
- Fabric
- Farm
- Globalization
- Hospital
- Improved
- Industry
- Invention
- Iron Ore
- Jail
- Liberalism
- Loom
- Machine
- Manufacturing
- Mass-production
- Mechanization
- Microwave
- Opposed
- Overcrowding
- Pub
- Railroad
- Restricted
- Result
- Renovation
- River
- Road
- Rural
- Snow plow
- Society
- Supply
- Telephone
- Tenement
- Textile
- Unhealthy
- Union
- Unsafe
- Urban
- Wages
- Weaving
- Worker

Modern History 11 Specific Curriculum Outcomes/TRANSLATED TEXT:

GCO 2/TRANSLATED TEXT

Students will examine the balance of power between people and governments/TRANSLATED TEXT

Students will/TRANSLATED TEXT:

- 2.1 Students will analyze the differences between various political ideologies.
TRANSLATED TEXT
- 2.2 Students will consider historical perspectives to explain concepts of nationalism.
TRANSLATED TEXT
- 2.3 Students will assess power relationships between nations.
TRANSLATED TEXT
- 2.4 Students will interpret how power is exercised in democracies and autocracies.
TRANSLATED TEXT

GCO 2: Essential Vocabulary/TRANSLATED TEXT

- Advantage
- Alliance
- Ally
- Armistice
- Army
- Axis Power
- Benefit
- Control
- Convince
- Country
- Cross

- Airplane
- Armoured
- Battleship
- Cause and effect
- Chemical weapons
- Consequence
- Debt
- Devastating
- Disillusionment
- Distress
- Economic
- Effect
- Illusion
- Influenza
- Intelligence

- Disadvantage
- Enlist
- Faster
- Height
- Imperialism
- Militarism
- Mutual
- National
- Opinion
- Patriotic
- Power

- Intend
- Machine gun
- Mechanized
- Media
- Military
- Optimism
- Options
- Pandemic
- Political
- Power
- Psychological
- Resort
- Risky
- Sabotage
- Shell Shock

- Pride
- Propaganda
- Protection
- Reliable
- Sovereignty
- Supplies
- Stereotype
- Transport
- Trench
- Warfare
- Weapon

- Society
- Spy
- Submarine
- Super
- Symptom
- Total
- Treaty
- U-Boat
- Unemployment
- Unintended
- Vehicle
- Versailles
- Vote
- Wounded

Modern History 11 Specific Curriculum Outcomes/TRANSLATED TEXT:

GCO 3/TRANSLATED TEXT

Students will examine the continuity and change of war and violence/ TRANSLATED TEXT

Students will/TRANSLATED TEXT:

- 3.1 Students will investigate how industrialization led to Total War.
TRANSLATED TEXT

- 3.2 Students will analyze the causes and consequences of WW1 and WW2.
TRANSLATED TEXT

- 3.3 Students will evaluate the end of conflicts and how governments achieve collective security.

TRANSLATED TEXT

- 3.4 Students will explain the effects of war on individuals and societies.

TRANSLATED TEXT

Modern History 11 Specific Curriculum Outcomes/TRANSLATED TEXT:

GCO 4/TRANSLATED TEXT

Students will examine the ethical dimensions of crimes against humanity/TRANSLATED TEXT

Students will/TRANSLATED TEXT:

- 4.1 Students will investigate the causes and consequences of the Holocaust.
TRANSLATED TEXT:

- 4.2 Students will analyze international responses to genocide.
TRANSLATED TEXT:

- 4.3 Students will evaluate historical responsibility and contemporary accountability for crimes against humanity.
TRANSLATED TEXT:

Modern History 11 Specific Curriculum Outcomes/TRANSLATED TEXT:

GCO 5/TRANSLATED TEXT

Students will examine competing ideologies in post- Second World War contexts/TRANSLATED TEXT

Students will/TRANSLATED TEXT:

- 5.1 Students will measure changes in the global political order post-1945.
TRANSLATED TEXT
- 5.2 Students will understand the role of nuclear weapons in political relationships.
TRANSLATED TEXT
- 5.3 Students will evaluate individual and collective responses to threats to security.
TRANSLATED TEXT
- 5.4 Students will speculate on individual and collective responsibility to human rights and dignity.
TRANSLATED TEXT

GCO 3, 4, 5: Essential Vocabulary/TRANSLATED TEXT

Inter War Period

- Advertisement
- Assembly line
- Bootlegger
- Communications
- Consumer
- Convenience
- Crash
- Credit
- Depression
- Drought
- Dust bowl
- Electricity
- Flapper
- Gas powered
- Gross Domestic Product
- Household appliances
- Installment plan
- Inventions
- Leisure activities
- Machinery
- Mafia
- Mass production
- Morality

Totalitarianism and Total War

- Annexation
- Appeasement
- Armistice
- Blitzkrieg
- Coastal
- Conscription
- Democracy
- Dictator
- Diplomacy
- Dodger
- Fascism
- Fortification
- Gestapo
- Hegemony
- Ideologies
- Imperialism
- Invasion
- Operation
- Propaganda
- Reparations
- Responsibility
- Restriction
- Retreat
- Stabilize
- Totalitarianism

Crimes Against Humanity

- Anti-Semitism
- Aryan
- Auschwitz
- Concentration camp
- Diary
- Disability
- Discrimination
- Ethnocentrism
- Extermination
- Final solution
- Genocide
- Ghetto
- Holocaust
- Hostility
- Indoctrination
- Liberation
- Nuremberg laws
- Oppressed
- Persecution
- Race
- Refugee
- Response
- Roma people
- Stage
- Survivor
- Undesirables
- Universal Declaration of Human Rights

War by Proxy

- Aggression
- Aid
- Amnesty
- Arms race
- Bag of Pigs
- Berlin Blockade
- Betray
- Blockade
- Boycott
- Communism
- Conference
- Containment
- Crisis
- Cuban Missile Crisis
- Defeat
- Disaster
- Doctrine
- Domino Theory
- Duck and cover
- Economic power
- Fallout
- Glasnost
- Hysteria
- Ideology
- Invasion
- Iron Curtain
- McCarthyism
- Missile
- Nuclear
- Pact
- Private
- Proliferation
- Proxy
- Red Scare
- Rival
- Spy
- Tension
- Threat
- Truman Doctrine
- Uprising

Additional Teacher Resources – Universal Language Actions

Adapted From: “Access for Success: Making Inclusion Work for Language Learners; Arnett and Bourgoin; 2018”

Universal Language Actions That Facilitate Learner Understanding of Oral and Written Language

Action 1.1 Using gestures, facial expressions, images, pictures, drawings, objects, and manipulation materials

Action 1.2 Playing with expression and voice intonation, and pacing rate of speech

Action 1.3 Adjusting the complexity of oral and/or written language

Action 1.4 Assessing the extent of prior knowledge and filling in any major gaps

Action 1.5 Providing wait time when presenting new information, after asking a question, or before inviting learners to start a task

Action 1.6 Repeating or reformulating oral and written language

Action 1.7 Reusing and recycling pedagogical materials

Universal Language Actions That Facilitate Learner Production of Oral and Written Language

Action 2.1 Providing many exemplars of oral and written tasks

Action 2.2 Using graphic organizers to support oral and written production

Action 2.3 Creating and displaying linguistic supports around the classroom

Action 2.4 Offering planning strategies for learners to use before starting a task

Action 2.5 Using pedagogical and language production routines

Action 2.6 Choosing grouping arrangements that favour peer communication

Action 2.7 Asking questions that encourage learners to elaborate

Universal Language Actions That Facilitate Learner Focus and Attention in the Target Language

Action 3.1 Providing specific listening and reading intentions

Action 3.2 Dividing lessons, activities, and tasks into many small steps **Action 3.3** Incorporating discourse markers to oral and written texts

Action 3.4 Providing explicit cues to refocus learners' attention

Action 3.5 Using different modalities to present material

Action 3.6 Explaining the relevance of what is being taught

Action 3.7 Summarizing key points of lessons, activities, and reading passages

Universal Language Actions That Facilitate Learner Development and Expansion of Vocabulary

Action 4.1 Identifying and presenting required language at the outset of a lesson or activity

Action 4.2 Capitalizing on the use of word walls and word maps

Action 4.3 Accessing the senses to facilitate vocabulary acquisition

Action 4.4 Using role-play and games to present or reinforce new vocabulary

Action 4.5 Explaining vocabulary using examples, synonyms, antonyms, cognates, and teacher/learner definitions

Additional Teacher Resources – Tier 1 Instructional Practices

You are invited to consider the statements below and reflect on your recent teaching practice.

In this lesson/unit, I used...	Yes	Getting There	Next Time
1. Learners’ background experiences, languages and/or cultures used as anchors for learning			
2. Multiple and clear cues to understand spoken English: Visuals, gestures, tone of voice, modelling/demonstrating, and technology (e.g., assistive devices like tablets, sound field microphone (FM) systems, electronic dictionaries, etc.)			
3. Essential English vocabulary for the lesson/unit is pre-viewed, posted, and reviewed multiple times (and translated, if necessary)			
4. 20% teacher talk time: speaking at a slower rate, repeating or rephrasing, and waiting longer for learners to process and respond to questions (especially those of an abstract, hypothetical or higher-order nature)			
5. 80% learner talk time: learner engagement in higher-order thinking activities that incite communication with more proficient speakers (Learners are also provided sentence starters/models to feel “safer” in using their new language to interact with their peers.)			
6. Frequent comprehension check-ins to ensure understanding of content, task instructions, questions, and classroom routines			
7. Balanced assessment options that provide learners to use multiple modes of expression to convey their knowledge, skills, or understanding that are paired with feedback with next steps for learning			
8. Scaffolds for understanding subject-specific content/curriculum (e.g., adapted texts, bilingual or first-language texts or reference tools, underlined key words, shorter reading passages, images and symbols, word banks or personalized bilingual glossaries, etc.)			

9. The 4 language skills are used during instructional activities (e.g., speaking, listening, reading, writing)			
10. Clear and visible learning objectives in English learner-friendly language			
Next Steps/Actions			

Sources: Second Language Research Institute of Canada. (n.d.). *Supporting Newcomers and English Learners: Targeted Teacher Actions*. Fredericton: NB, retrieved from <http://bit.ly/29Cm6kR> ; Echevarriá , J., Vogt, M. E., & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model*. Boston, MA: Allyn and Bacon.; New Brunswick. (n.d.). *Planning for all learners: Universal design for all learners*. Fredericton, NB: New Brunswick Department of Education and Early Childhood Development.

Additional Teacher Resources: Teacher Inventory of Baseline Techniques (TIB-T)

Adapted From: "Access for Success: Making Inclusion Work for Language Learners; Arnett and Bourgojn; 2018"

	Always (100%)	Most of the Time (90%)	Usually (75%)	Often (50%)	Sometimes (25%)	Never
Knowledge of Principles of Second Language Learning						
I am aware of and value the silent period for new language learners.						
I acknowledge the interrelated relationships of languages.						
I recognize that in a second (or any additional) language-learning environment, progress is individual. Student progress or success is not comparable.						
I know that multiple factors contribute to individual student gains in a language.						
Planning						
I consider the linguistic demands of the lesson.						
I consider the language backgrounds of my students.						
I consider the cultural backgrounds of my students.						

I consider affective and socio-affective factors that could influence student participation.						
I consider the learning needs and experiences of my students when selecting in-class activities.						
I select instructional materials that reflect my students' lives and language needs.						

	Always (100%)	Most of the Time (90%)	Usually (75%)	Often (50%)	Sometimes (25%)	Never
Instructional Delivery and Assessment						
I establish and promote a positive classroom environment.						
I exclusively use the target language to deliver instruction.						
I provide praise and positive responses to student use of the target language.						
I limit use of home language in the classroom in a way that does not punish or penalize students or otherwise create negative emotions toward the target language.						

I provide formal instruction, where needed, in grammatical/linguistic elements of the target language to support accurate language production.						
I provide multiple opportunities a day to every student to produce sustained spoken output, consistent with the student's current level of proficiency.						
I provide models or sample responses for students to use as a reference for producing spoken output.						
I provide multiple opportunities a day to every student to produce sustained written output, consistent with the student's current level of proficiency.						
I provide models or sample responses for students to use as a reference for producing written output.						
I clearly articulate learning goals to students.						
I work with students to co-construct success criteria for key learning activities.						
I provide targeted and descriptive feedback to student work.						

	Always (100%)	Most of the Time (90%)	Usually (75%)	Often (50%)	Sometimes (25%)	Never
I explicitly teach the learning strategies I expect students to use to complete activities (e.g., reading strategies, cooperative learning strategies).						
I facilitate student-to-student interaction within academic tasks (e.g., collaborative or cooperative learning).						
I vary the way in which students are expected to engage with different aspects of the concept or language points over the course of the lesson.						
Metacognitive Support						
I identify with—and share with students— my experiences as a language learner.						
I encourage learners to reflect on their own identity or identities as part of their learning experience.						
I facilitate individual goal-setting to promote learner autonomy.						
I provide students with opportunities to monitor and reflect on their own progress.						

Additional Teacher Resources: DLC Prompts for Exploring Information Texts

Adapted From: "Access for Success: Making Inclusion Work for Language Learners; Arnett and Bourgojn; 2018"

In the chart below, we use "the plant" generically to refer to the topic of the question.

	Level 1 (non-verbal response to high- frequency single-word responses)	Level 2 (two-word response to short phrases with prompts)	Level 3 (simple sentences with some errors)	Level 4 (multiple sentences with some variation in structure)	Level 5 (varied-length responses resembling work of proficient students)
Creating	Show me three pictures of the plant.	Tell me three words I said.	What are three key words about the presentation?	What is the main point of what I said?	Write about four questions about the presentation.
Evaluating	Point to the white plant; the bigger plant.	Y/N: Does <i>tree</i> mean <i>plant</i> ?	How are plants related to our previous topic of the water cycle?	Which is the best example of a house plant? Why?	Compare and contrast the poinsettia plant and the hosta plant.
Analyzing	Draw the groups of plants.	What plants are in this group? (Show picture of lots of different trees, plants, and flowers.)	What are the parts of a plant?	What is a problem with plants?	Why do these changes to plants matter?
Applying	Y/N: Are you a plant?	Do you agree with the author that plants are pretty?	Do you agree with the author that everyone should own plants? Why or why not?	What is your opinion of plants?	How can you use information about plants in your life?
Understanding	Show a picture of a plant. Ask student to confirm: "Is this a plant?"	What two words describe the plant? Give options.)	Give me three words to describe a plant.	What is another example of a plant?	Write a sentence that describes a plant.
Remembering	Point to a plant. (Provide picture prompts.)	Y/N: Is this a plant?	Where is the plant?	Explain how a plant is different from a tree.	What did you know about plants before? What do you know now?

Additional Teacher Resources: DLC Prompts for Exploring Narrative or Fictional Texts

Adapted From: "Access for Success: Making Inclusion Work for Language Learners; Arnett and Bourgojn; 2018"

In the chart below, we use "the character" to generically refer to the question topic.

	Level 1 (non-verbal response to high- frequency single- word responses)	Level 2 (two-word response to short phrases with prompts)	Level 3 (simple sentences with some errors)	Level 4 (multiple sentences with some variation in structure)	Level 5 (varied-length responses resembling work of proficient students)
Creating	Show me the character on each page.	What does the character like and do?	What do you think the character will do next?	Tell me the story in your own words.	Write a new ending for the story.
Evaluating	Is this the character? (Show picture of wrong item.)	Is the character good or bad? (Idea is to have students make a choice.)	How is the character different from Y?	Would you do what the character did? Why or why not?	Did the character make a good decision? Why or why not?
Analyzing	Find the character in the group.	Y/N: Is this a part of the character?	Describe the character.	What is the main idea?	How would the story change if the character did this?
Applying	Draw the character.	Do you have the character at your house?	Why do you like the character?	What do you think the character should do?	How are you like the character?
Understanding	Circle the character. (Give two visual options.)	What is the character?	What did the character do?	Why did the character do that?	What are the reasons that the character did that?
Remembering	Point to the character. (Provide picture prompts.)	Y/N: Is this the character?	Where is the character?	What does the character do?	Tell me everything you know about the character.

Additional Teacher Resources: Graphic Organizers to Enhance Learning

prepared and shared by Michael H. Smith ~ michael.h.smith@nbed.nb.ca ~ May 2006

ANALOGIES 	BINGO 	CAUSE & EFFECT 	CEREBRAL CHART 	CHAIN of EVENTS 	CLASSIFICATIONS CHART 	CLUSTER WORD WEB 	COMPARE & CONTRAST 	COMPARISON CHART
CYCLE GRAPH 	EVENT MAP 	EVENT TIME-ORDER CHART 	FACT vs OPINION 	FRAYER MODEL 	GARDEN GATE 	IDEA ORGANIZER 	INFERENCE 	MAIN IDEA & SUPPORTING DETAILS
PROBLEM ~ SOLUTIONS 	SENSE OBSERVATION CHART 	SPIDER MAP 	STORY MAP 	STORY MAP HISTORY 	T - CHARTS 	TIC - TAC - TOE 	VERBAL & VISUAL WORD ASSOCIATION 	VOCABULARY WORD MAP
ANALYSIS MATRIX 	COMMON FACTORS 	EVENT/STORY PYRAMID 	FLOW CHART 	FISH BONE 	HIERARCHY 	K - W - L 	LINE GRAPHS 	
METAPHOR CHART 	NETWORK TREE 	PARTNER CLOCK 	PERSUASION MAP 	PLACE MAT 	PLUS - MINUS - INTERESTING 	PREDICTIONS 	STORY SNEAKER 	

6.5 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 ideas 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 site: <https://nbed.sharepoint.com/sites/SocialStudiesK-12>

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