

Elementary Curriculum Connections – New Brunswick

LESSON 1

Grade 4 Social Studies — 4.4.3:

- Describe the political landscape of Canada
 - Canada is a country comprising provinces and territories
 - Canada has a central, federal government
 - The Federal government makes decisions and laws for the entire country in areas for which it has responsibility

Grade 7 Social Studies — 7.1.1:

- Define power and authority and explain how each influences their own lives
- Identify and categorize sources of power and authority
- Identify groups that are empowered and disempowered in our society (local, national, and global)

LESSON 2

Grade 5 Social Studies — 5.1.1:

- Demonstrate an understanding of how we learn about the past

Grade 6 Social Studies — 6.3.2:

- Describe how government relates to culture in a selected country

Grade 7 Social Studies — 7.3.3:

- Analyze the internal and external factors that led to Confederation

Grade 7 Social Studies: 7.3.4

- Examine the political structure of Canada as a result of Confederation

LESSON 3

Grade 4 Social Studies — 4.4.3:

- Describe the political landscape of Canada
 - Canada is a country comprising provinces and territories
 - Canada has a central, federal government
 - The Federal government makes decisions and laws for the entire country in areas for which it has responsibility

Grade 5 Social Studies — 5.4.2:

- Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

Grade 6 Social Studies — 6.3.2:

- Describe how government relates to culture in a selected country

Grade 7 Social Studies — 7.1.1:

- Explore the general concept of empowerment
 - Define power and authority and explain how each influences their own lives.
 - Identify and categorize sources of power and authority
 - Identify groups that are empowered and disempowered in our society (local, national, and global)

Social Studies — 7.3.4:

- Examine the political structure of Canada as a result of Confederation
 - Describe the concept of Federalism
 - Chart the structure of the Canadian government after Confederation
 - Compare and contrast the power given to the different levels of government by the BNA Act
 - Explain the role of the individual in the democratic process in Canada

LESSON 4

Grade 6 Social Studies — 6.1.1:

- Explore the concept of culture and demonstrate an understanding of its role in their lives

Social Studies — 6.1.3:

- Analyse the importance of cross-cultural understanding

Social Studies — 6.2.3:

- Compare the use of resources and sustainability practices between Canada and a selected country

Social Studies — 6.3.2:

- Describe how government relates to cultures in a selected country

Social Studies — 6.5.2:

- Examine selected examples of human rights issues around the world

Social Studies — 6.5.3:

- Take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens

Grade 7 Social Studies — 7.1.1:

- Explore the general concept of empowerment
 - Define power and authority and explain how each influences their own lives
 - Identify and categorize various sources of power and authority
 - Identify groups that are empowered and disempowered in our society (local, national, and global)

Social Studies — 7.3.2:

- Analyze how the struggle for responsible government was an issue of political empowerment and disempowerment

LESSON 5

Grade 4 Social Studies — 4.4.2:

- Examine the human landscape of Canada

Grade 5 Social Studies — 5.4.2:

- Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

Grade 6 Social Studies — 6.2.2:

- Assess the relationship between culture and environment in a selected cultural region

Grade 6 Social Studies — 6.2.3:

- Compare the use of resources and sustainability between Canada and a selected country

Grade 7 Social Studies — 7.1.1:

- Explore the general concept of empowerment
 - Define power and authority and explain how each influences their own lives
 - Identify and categorize various sources of power and authority
 - Identify groups that are empowered and disempowered in our society (local, national, and global)

Grade 7 Social Studies — 7.2.2:

- Investigate the various ways that economic systems empower or disempower people
 - Explain that people have basic needs that must be met
 - Analyze the role that money plays in meeting basic needs that must be met
 - Explain how capital is empowering
 - Investigate and report on the challenges of the poverty cycle

Social Studies — 7.2.3:

- Analyze trends that could impact future economic empowerment

Social Studies — 7.3.4:

- Examine the political structure of Canada as a result of Confederation

Grade 8 Social Studies:

- 1.1 — Identify and locate the Atlantic region in the Canadian, North American, and global contexts
- 1.2 — The student will be expected to describe the area, size, and physical features of Atlantic Canada
- 1.5 — Identify and trace population and settlement patterns affecting Atlantic Canadians from Aboriginal to early new-world migration to the present day

- 2.2 — Examine and describe contemporary culture in the Atlantic Canadian context and its connections to other global cultures
- 2.5 — Demonstrate an understanding of the issues and events surrounding cross-cultural understanding in the local, regional, and global levels
- 2.7 — Demonstrate an understanding of the local and global forces that cause cultures to constantly change
- 2.8 — Explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions
- 3.2 — Demonstrate an understanding of the role of economics in Atlantic Canadian Society
- 5.2 — Examine and analyse how Atlantic Canadians are members of the global community through different interconnected systems

LESSON 6

Grade 6 Social Studies — 6.5.1:

- Analyze the distribution of wealth around the world

Grade 7 Social Studies — 7.1.1:

- Explore the general concept of empowerment
 - Define power and authority and explain how each influences their own lives
 - Identify and categorize various sources of power and authority
 - Identify groups that are empowered and disempowered in our society (local, national, and global)

Social Studies — 7.3.2:

- Analyze how the struggle for responsible government was an issue of political empowerment and disempowerment

Social Studies — 7.6.1:

- Explain how events in the early 20th century led Canada towards independence

Grade 8 Social Studies:

- 2.2 — Examine and describe contemporary culture in the Atlantic Canadian context and its connections to other global cultures
- 2.7 — Demonstrate an understanding of the local and global forces that cause cultures to constantly change

LESSON 7

Grade 7 Social Studies — 7.3.4:

- Examine the political structure of Canada as a result of Confederation

Social Studies — 7.5.1:

- Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century

Grade 8 Social Studies — 2.8:

- Explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions

LESSON 8

Grade 4 Literacy — Speaking and Listening:

- GCO 1 — Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences

Literacy — Reading and Viewing:

- GCO 6 — Students will be expected to respond personally to a range of texts

Literacy — Writing and Representing:

- GCO 8 — Students will be expected to use writing, and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations

Grade 5 Literacy — Speaking and Listening:

- GCO 1 — Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences

Literacy — Reading and Viewing:

- GCO 5 — Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies

Literacy — Writing and Representing:

- GCO 8 — Students will be expected to use writing, and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations

Grade 6 Literacy — Speaking and Listening:

- GCO 2 — Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically

Literacy — Reading and Viewing:

- GCO 5 — Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies

Literacy — Writing and Representing:

- GCO 8 — Students will be expected to use writing, and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations

Grade 7 Literacy — Speaking and Listening:

- GCO 2 — Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically

Literacy — Reading and Viewing:

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