

Department of Education and Early Childhood Development

Social Studies

Social Studies 9

Social Studies 10

Modern History 11

2020-2021 Prioritized Curriculum



Contents

Acknowledgements.....	3
Background and Rationale	4
Curriculum resources.....	5
Social Studies 9: Canadian Identities.....	6
Social Studies 10: Ancient and Medieval History.....	7
Modern History 11	8

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Background and Rationale

Because of the reduced learning time presented by school closures for COVID-19 and the uncertainty of what the 2020-2021 year will bring, the Department of Education and Early Childhood Development (EECD) is releasing a prioritized curriculum for select high school courses. This document provides a list of required outcomes that will frame the learning expectations for students in the Social Studies and offer time for effective teaching practices.

A team of New Brunswick Social Studies educators—high school teachers, post-secondary instructors from the University of New Brunswick, learning specialists and instructional designers from EECD—worked together to identify and curate a list of **Prioritized Outcomes** for Social Studies 9, 10, and 11 for the 2020-2021 school year. The *Prioritized Outcomes* outlined in this document have been identified as the best representation of instructional outcomes to engage learners and contribute to student readiness for post-secondary social studies and/or future life pursuits.

Grade 9: Canadian Identities

This course was renewed in 2019, with streamlined curriculum outcomes that allow for personalization to community and individual contexts. No further amendments have been made to the Grade 9 curriculum outcomes. The curriculum document with full description of the concepts and content of the course may be found [here](#).

Grade 10: Ancient and Medieval History

In prioritizing content and concepts for this course, Unit 1: The Journey Begins has been made an optional unit that may be revisited and explored if circumstances permit. For the 2020/2021 school year, the course will start at Unit 2: Mesopotamia and Egypt, with some outcomes reduced and core content and concepts combined. The curriculum document with full description of the concepts and content of the course may be found [here](#).

Grade 11: Modern History

The Modern History 111-112-113 curriculum was identified for streamlining and updating before COVID-19 to reduce the number of course outcomes while maintaining core concepts and content. The prioritized outcomes in this document, while temporary for the 2020-2021 school year, will serve as an introduction to the updated Modern History outcomes. These outcomes will be broader in scope than in the previous document to allow for personalization to individual student needs and interests, as well as local contexts. The original curriculum document with full description of the concepts and content of the course may be found [here](#).

Curriculum resources

Identification of the *Prioritized Outcomes* is but one of the necessary elements to support student learning. Teacher professional judgement regarding *how* to teach these prioritized outcomes will determine the rigour and depth of the learning experience. A concept-based approach to Social Studies is recommended, including both substantive concepts such as democracy and human rights and procedural concepts like the Historical and Geographical Thinking Concepts. This combination provides students with a robust toolkit to understand not only why the world operates as it does but also how narratives are shaped.

All NB teachers have access to the [Critical Thinking Consortium](#) resources, which is an excellent starting point for concept-based instruction and inquiry. Click on this link to sign up for an account: https://tc2.ca/shop/index.php?main_page=create_account. Please note that an NBED email address must be used. If you already have an account with your NBED email address and would like to join the NB partnership to access more resources, please contact Administrator@tc2.ca for assistance.

The [Social Studies ONE site](#) offers recommendations for online resources that can support teaching Social Studies topics. Please contact Kate Charette, Social Studies Learning Specialist, at kate.charette@gnb.ca with any questions.

Social Studies 9: Canadian Identities

This course provides the opportunity for students to engage in deep and personal explorations of the diversity of Canadian identities through geography, history, economics, sociology and political science.

Students will:

GCO 1 Culture: Exploring Canadian Identities

1. Analyze perceptions of various identities in Canada.

GCO 2 Sustainability: Exploring Canadian Physical and Human Geography

2. Describe the basic features of Canada's landscape and climate.
3. Analyse the effect of human settlement on place over time.
4. Analyse the impact of migration and immigration on identities in Canada.

GCO 3 Citizenship: Exploring Social Responsibility

5. Take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global).
6. Explain the structure and operation of governance in Canada.
7. Examine persistent issues involving the rights, responsibilities, roles and status of individuals and groups in Canada.

Social Studies 10: Ancient and Medieval History

This course provides the opportunity to explore the ancient world through various lenses, to examine the development of Western societies, analyze cultural interactions, and to provide a foundation for the Modern History 11 graduation requirement.

Students will:

Unit 2: Mesopotamia and Egypt

2.1 Identify the geographic factors that encouraged settlement in the valleys of the Tigris and Euphrates rivers and of the Nile.

2.2-7 Analyze those factors that characterized the societies (eg. governance, technologies, economies, religions, laws, social structures, the arts and expressions of culture) of Mesopotamia and/or Egypt.

2.8 Examine examples of cultural diffusion in Mesopotamia and/or Egypt.

Unit 3: Greece

3.1-6 Explain the geographic factors that influenced the development and interaction of civilizations in the Aegean and eastern Mediterranean (e.g., Crete, Greece, Mycenae, and/or Persia).

3.5-11 Identify those factors that divided and united the Greek city states (e.g., governance, technologies, economies, religions, laws, social structures, the arts and expressions of culture).

3.12-14 Evaluate the influence of ancient Greece on contemporary societies (e.g., science, medicine, and philosophy).

Unit 4: Rome

4.1-2 Identify the factors (including geographic) which explain Rome's success in extending its control over the Italian peninsula and subsequently the Mediterranean world.

4.3; 4.7 Explain how the Roman Republic transformed into an empire (including significant individual emperors, e.g., Caesar, Nero, Constantine, and/or Augustus).

4.9 Evaluate the influence of ancient Rome on contemporary societies.

Unit 5: The Middle Ages

5.6 Demonstrate the ways in which human and geographical factors influenced each other in the Middle Ages.

5.1- 5.6 Explain how the various medieval institutions (church, feudalism, and/or manorialism) influenced societies (e.g., governance, technologies, economies, religions, laws, social structures, the arts and expressions of culture).

5.7 Describe the cultural diffusion that characterized the medieval period.

Unit 6: The Modern Era

6.1 Identify the values and perspectives that characterized the Renaissance and the Enlightenment.

6.2-3 Identify the causes and consequences of the Reformation and Counter-Reformation.

Modern History 11

This course provides the opportunity for students to engage with citizenship concepts crucial to the functioning of a democracy and explore how they have appeared over time. Students will use historical thinking concepts to inquire about and investigate major events in Western history that have shaped how the world functions today.

Students will:

GCO 1. Students will examine the continuities and changes of revolutions.

- 1.1 Students will analyze the conditions that lead to revolutions.
- 1.2 Students will assess the social, political, and economic impacts of the French Revolution.
- 1.3 Students will assess the social, political, and economic impacts of the Industrial Revolution.

GCO 2. Students will investigate the causes and consequences of WW1 and WW2.

- 2.1 Students will analyze the differences between various political ideologies.
- 2.2 Students will assess power relationships among nations.
- 2.3 Students will investigate how industrialization contributed to Total War.
- 2.4 Students will evaluate how governments achieve collective security.

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

- 3.1 Students will investigate the causes and consequences of the Holocaust.
- 3.2 Students will analyze individual and international responses to genocide (local, national, and/or international).

GCO 4. Students will compare and contrast competing ideologies in a post-WW2 context.

- 4.1 Students will measure changes in the global political order post-1945.
- 4.2 Students will understand the role of nuclear weapons in political relationships.
- 4.3 Students will evaluate individual and collective responses to threats to security.
- 4.4 Students will examine conditions that influence individual and collective valuing of human rights and dignity post-WW2.