

Student's Name _____

Course Name Social Studies Grade 7

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Outcomes

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UNIT ONE: INTRODUCTION				
Students will be expected to:				
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)				
UNIT TWO: EMPOWERMENT				
Students will be expected to:				
7.2.1 Analyze how commodities that lead to economic empowerment have changed				
identify major economic commodities that have been valued over time				
examine the importance of land and natural resources as economic commodities in Canada's history				
examine the various economic commodities in contemporary society				
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				
explain how capital is empowering				
investigate and report on the challenges of the poverty cycle				

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7.2.3 Analyze trends that could impact future economic empowerment				
identify current trends and examine factors that may impact on these trends				
predict economic commodities and skills that will empower individuals and groups in the future				
take actions which provide or enable personal economic empowerment in the future				
UNIT THREE: POLITICAL EMPOWERMENT				
Students will be expected to:				
7.3.1 Evaluate the conditions of everyday life for diverse peoples living in British North America in the mid 1800s, including Aboriginal peoples, African-Canadians, and Acadians				
identify, locate, and map, using geographic tools, the various lands and colonies in what is now Canada circa 1850				
describe employment opportunities available to various classes, diverse peoples, and genders in urban and rural geographic areas				
identify and describe religious, health, and educational organizations which were available to various classes, genders, and diverse peoples in urban and rural areas				
compare the importance of recreation and creative arts in urban and rural geographic areas				
7.3.2 Analyze how the struggle for responsible government was an issue of political empowerment and disempowerment				
research the roles played by the churches, media, reformers, and oligarchies in the struggle for responsible government				

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identify and assess the significance of reports and newspaper articles which impacted the creation of responsible government				
7.3.2 Analyze how the struggle for responsible government was an issue of political empowerment and disempowerment (cont'd)				
assess the impact of the rebellions of 1837 in the struggle for responsible government				
analyze the extent to which responsible government empowered the diverse peoples of the colonies				
7.3.3 Analyze the internal and external factors that led to Confederation				
identify the British North American colonies' perspectives on Confederation				
identify the key individuals with power and explain their involvement in making Confederation happen				
investigate the extent to which external factors affected the confederation debate				
determine if Confederation was a democratic process by today's standards				
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 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				
UNIT FOUR: CULTURAL EMPOWERMENT				

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Students will be expected to:				
7.4.1 Explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions				
trace the political growth of Canada in the early 1870s				
explain the key factors of the Red River Rebellion of 1870				
identify the outcomes of the Rebellion				
investigate how the National Policy empowered and disempowered the peoples and regions of Canada				
7.4.2 Analyze the events of the Northwest Rebellion to determine its impact on internal relations in Canada				
research the key factors that led to the Northwest Rebellion of 1885				
identify the events and results of the Northwest Rebellion				
assess past and present perspectives on Louis Riel's role in Canada's history				
identify the long-term impact of the rebellions on Canadian internal relations				
7.4.3 Analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period				
identify the various Aboriginal groups in present day Atlantic Canada during this period				
describe the way of life of Aboriginal peoples in present day Atlantic Canada during this period				
explore how national policies, treaties, and the Indian Act impacted the Aboriginal peoples of present day Atlantic Canada				

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7.4.4 Analyze the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914				
identify the various cultural groups who came to Canada between 1870 and 1914				
investigate the push and pull factors that brought these groups to Canada				
describe the conditions these groups faced in Canada				
explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition, and spirituality				
determine whether and how they became more empowered or less empowered by moving to Canada				
compare Canada's immigration policies during the 20 th century to identify examples of prejudice				
UNIT FIVE: SOCIETAL EMPOWERMENT				
Students will be expected to:				
7.5.1 Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century				
describe the geo-political make-up of Canada in the early 1900s				
research and describe Canadian society and the technological changes that were affecting it at the turn of the 20 th Century				
compare the conditions of everyday life for Canadians at the turn of the 20 th century based on the following criteria: socio-economic status, geographic region, ethnic group, urban/rural, and gender				

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account for the disparities that were evident in society at this time				
7.5.2 Describe the impact of the Industrial Revolution on industry and workers in Newfoundland, the Maritimes, and across Canada				
describe the social reform movements that occurred, including education and health reform, prison reform, and living and working conditions				
identify key individuals and groups active in promoting these social changes				
analyze the impact of these movements on other women's lives				
explain how women gained more rights and opportunities as a result of their work with social and political reform				
take age-appropriate action on social issues in our society today				
UNIT SIX: NATIONAL EMPOWERMENT				
Students will be expected to:				
7.6.1 Explain how events in early 20th century led Canada toward independence				
explain the different perspectives on what the peoples of Canada at that time felt about Canada, Britain and the United States				
explain how events like the Boer War, the Alaskan Boundary Dispute and the Naval crisis affected the relationships between Canada and Britain and Canada and the United States				
7.6.2 Explain Canada's participation in WWI				
explain what caused WWI and why Canada became involved				

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explain how advances in technology changed how the war was fought				
analyze some of the political issues resulting from Canada's participation in WWI				
7.6.3 Analyze the impact of WWI on Canada and her people				
examine the human and social impact of WWI on Canadians				
examine the economic changes that resulted from Canada's participation in WWI				
analyze some of the political issues resulting from Canada's participation in WWI				
UNIT SEVEN: SUMMATIVE				
Students will be expected to:				
6.6.1.1.1 Portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 10920				