

Student's Name _____ Course Name **Grade 8 Social Studies - NL History** _____

R - retain, D - delete, C - changed

Outcomes	R	D	C	Changed outcomes
UNIT I: INTRODUCTION: HISTORY AS A LENS TO THE PAST				
SCO 1.1 The student will be expected to demonstrate an understanding and appreciation of history:				
1.1.1 Identify historical sources (e.g., art, documents, photos, stories, artifacts, and music) in their own community. (K)				
1.1.2 Examine how historical sources (e.g., art, documents, photos, stories, artifacts, and music) are windows into the past. (A)				
1.1.3 Develop a working definition of history. (A)				
1.1.4 Distinguish between individual past and collective history. (K)				
1.1.5 Explain that history is open to interpretation. (K)				
1.1.6 Explain that historians are guided by rules of evidence. (K)				
1.1.7 Infer an historical condition (e.g., economic role, social more, lifestyle, living conditions) from an historical source. (I)				
1.1.8 Account for the differences among viewpoints on an issue. (I)				
1.1.9 Examine the role of historic sites, archives, and museums in interpreting and preserving history. (A)				
SCO 1.2 The student will be expected to demonstrate an understanding of how to find out about the past:				
1.2.1 Distinguish between a primary source and a secondary source. (K)				
1.2.2 Distinguish between archival material and artifacts. (K)				

SCO 1.2 cont'd				
1.2.3 Formulate a key question that is supported by a given source. (A)				
1.2.4 Identify other sources that relate to the key question. (A)				
1.2.5 Gather information that is significant for the question. (A)				
1.2.6 Find patterns and trends in the information. (A)				
1.2.7 Draw conclusions based on the patterns and trends in the information. (A)				
1.2.8 Present explanations or arguments in support of the key question. (I)				
UNIT 2: NEWFOUNDLAND AND LABRADOR FROM THE TURN OF THE 19TH CENTURY THROUGH THE EARLY 20TH CENTURY: HISTORY AS A STORY OF PEOPLE				
SCO 2.1 The student will be expected to demonstrate an understanding of the Aboriginal peoples who lived in Newfoundland and Labrador in the 19th century:				
2.1.1 Define the terms Innu, Inuit, Labrador Métis and Mí Kmaq. (K)				
2.1.2 Identify the areas settled by the Aboriginal groups. (K)				
2.1.3 Discover reasons for the extinction of the Beothuk. (A)				
2.1.4 Compare the life style of aboriginal peoples. (K)				
SCO 2.2 The student will be expected to demonstrate an understanding of the groups who came to settle in Newfoundland and Labrador in the 19th century:				
2.2.1 Define the terms push factor and pull factor. (K)				
2.2.2 Define the term migratory fishery. (K)				

SCO 2.2 cont'd				
2.2.3 Identify the areas of origin of groups who chose to settle in Newfoundland and Labrador. (K)				
2.2.4 Identify the areas of origin of groups who chose to settle in Newfoundland and Labrador. (K)				
2.2.5 Examine conditions in areas of origin that acted as push factors for each group. (A)				
2.2.6 Summarize the conditions in areas of destination that acted as pull factors for each group. (K)				
2.2.7 Develop generalizations about patterns of settlement established by the newcomers. (A)				
2.2.8 Evaluate how natural environment was a factor in this settlement pattern. (I)				
2.2.9 Examine how international relations affected settlement patterns and economic growth (e.g., the 'French Shore'). (A)				
2.2.10 Analyze how people of a particular ethnic group tended to settle in particular areas. (A)				
2.2.11 Define the term "internal migration". (K)				
2.2.12 Describe how the predominantly coastal settlement pattern began to change during the late 19 th century. (K)				
SCO 2.3 The student will be expected to demonstrate an understanding of the economic context of lifestyles of Newfoundland and Labrador people in the 19th century:				
2.3.1 Describe the impact of the physical environment and climate on how people made a living. (K)				

SCO 2.3 cont'd				
2.3.2 Define the term “subsistence economy”. (K)				
2.3.3 Analyze the main features of a subsistence economy as they related to a traditional household. (A)				
2.3.4 Compare the main features of the inshore fishery and the bank fishery. (A)				
2.3.5 List the main features of the Labrador fishery. (K)				
2.3.6 Define the term “truck system”. (K)				
2.3.7 Summarize how the truck system worked. (K)				
2.3.8 Explain how the truck system affected the lifestyle of peoples who were part of it. (A)				
2.3.9 Describe the importance of the seal fishery to the household economy. (K)				
2.3.10 Describe the knowledge and skills that were needed to conduct the seal fishery. (K)				
2.3.11 Assess the risks associated with the seal fishery. (I)				
2.3.12 Show that certain occupations (e.g., boat building) tended to be located in key centers. (K)				
2.3.13 Infer how commercial trapping affected the lifestyles of peoples in Labrador. (A)				
2.3.14 Examine the impact of European organizations (e.g., the Moravian Mission, Hudson Bay Company) on Labrador communities. (A)				
2.3.15 List Newfoundland’s main trading partners and the goods exchanged. (K)				
2.3.16 Identify other occupations available in Newfoundland and Labrador in the 19 th century. (K)				

SCO 2.3 cont'd				
2.3.17 Relate selected family groups to selected economic activities. (A)				
2.3.18 Draw conclusions about the role of women in terms of their involvement in economic activity. (A)				
2.3.19 Evaluate how economic activities found social and cultural expression in Newfoundland and Labrador. (I)				
SCO 2.4 The student will be expected to demonstrate an understanding of the political context and challenges in Newfoundland and Labrador in the 19th century:				
2.4.1 Identify the factors that led to the establishment of colonial status in 1824. (K)				
2.4.2 Define the term “representative government”. (K)				
2.4.3 Analyze the conditions that led to representative government. (A)				
2.4.4 Compare representative government and responsible government. (A)				
2.4.5 Summarize the conditions that led to the establishment of responsible government. (K)				
2.4.6 Determine the means by which law and order was kept in the 19 th century. (A)				
2.4.7 Summarize the challenges that arose from relations among church groups during responsible government. (K)				
2.4.8 Assess the debate in Newfoundland during the 1860s over whether or not to join the Dominion of Canada. (I)				
2.4.9 Examine the position of the Newfoundland Government on the construction of the trans-island rail line. (A)				
2.4.10 List the factors that led to the 1894 bank crash and some of its effects. (K)				

SCO 2.4 cont'd				
2.4.11 Describe Coaker's role in giving greater economic power to the working-class people. (K)				
2.4.12 Draw conclusions about the response of the Newfoundland government to emerging crises of the 1890s. (A)				
2.4.13 Assess the contribution of key individuals to the constitutional development of Newfoundland in the 19 th century.				
SCO 2.5 The student will be expected to demonstrate an understanding of lifestyles of peoples in Newfoundland and Labrador in the 19th century:				
2.5.1 Show how housing reflected how the owner earned a living. (K)				
2.5.2 Examine the food ways of the 19 th century. (A)				
2.5.3 Define the term "mumming". (K)				
2.5.4 Analyze activities people engaged in for entertainment and recreation. (A)				
2.5.5 Summarize the impact that churches had on community life in the 19 th century. (K)				
2.5.6 Describe the health care services (e.g., the Grenfell Mission) provided in Newfoundland and Labrador. (K)				
2.5.7 Draw conclusions about the role of women in the life and economy of the family. (A)				
2.5.8 Relate social and economic activity to times of the year. (A)				
2.5.9 Explain the role of technology in communications and transportation in the 19 th century. (K)				
2.5.10 Compare lifestyles of the 19 th century with lifestyles today. (K)				

SCO 2.5 cont'd				
2.5.11 Assess the risks of living in larger centers, such as St. John's. (I)				
UNIT 3: NEWFOUNDLAND AND LABRADOR FROM 1914 THROUGH 1949: HISTORY AS A STORY OF SIGNIFICANT EVENTS				
SCO 3.1 The student will be expected to demonstrate an understanding and appreciation of the role that Newfoundland and Labrador played in World War I:				
3.1.1 Summarize the reasons for the involvement of Newfoundland and Labrador in World War I. (K)				
3.1.2 Examine the purpose of propaganda at wartime. (A)				
3.1.3 List the branches of military service in which Newfoundlanders and Labradorians were enlisted during World War I. (K)				
3.1.4 Demonstrate the impact of new technology used during World War I. (K)				
3.1.5 Analyze the significance of the battles of World War I in which Newfoundlanders and Labradorians played a significant role. (A)				
3.1.6 Discover the role of a Newfoundlander or Labradorian in the war effort. (A)				
3.1.7 Examine the role of the Royal Navy Reserve and the Royal Newfoundland Regiment in the war effort. (A)				
3.1.8 Define the term "conscription". (K)				
3.1.9 Assess one's position on the issue of conscription.				
3.1.10 Define the term "patriotism". (K)				
3.1.11 Describe efforts on the Home Front to support the war effort. (K)				
3.1.12 Assess the impact of World War I on Newfoundland and Labrador. (I)				

SCO 3.1 cont'd				
3.1.13 Define the term “suffrage”. (K)				
3.1.14 Draw conclusions about the strategies used by suffragettes. (A)				
SCO 3.2 The student will be expected to demonstrate an understanding of the impact of the growth of a land-based economy on Newfoundland and Labrador:	t			
3.2.1 Define the term “economic diversification”. (K)				
3.2.2 Identify the land-based industries that began to develop during the early 1900s. (K)				
3.2.3 Trace the growth of the new land-based industries. (K)				
3.2.4 Summarize the working conditions of underground miners during the first half of the 20 th century. (K)				
3.2.5 Trace the construction of the Newfoundland railway. (K)				
3.2.6 Examine the relationship between the railway and the development of the forest industry. (A)				
3.2.7 Examine the relationship between transportation and the development of the mining industry. (A)				
3.2.8 Describe the working conditions of loggers during the first half of the 20 th century. (K)				
3.2.9 Show that the growth of land-based economy affected population distribution. (K)				
3.2.10 Examine the impact of the land-based economy on family life. (A)				
3.2.11 Examine the impact of land-based industries on the economy. (A)				

SCO 3.2 cont'd				
3.2.12 Describe the impact of land-based activities on the traditional role of women				
SCO 3.3 The student will be expected to demonstrate an understanding and appreciation of how Newfoundlanders and Labradorians have had to cope with crises and disasters:				
3.3.1 Summarize the conditions that led to the 1914 Newfoundland Sealing Disaster. (K)				
3.3.2 Describe the impact of the disaster on Newfoundland communities. (K)				
3.3.3 Explain how the Spanish Flu affected Labrador. (K)				
3.3.4 Infer how the outbreak of the Spanish Flu reflected Newfoundland and Labrador's global ties. (A)				
3.3.5 Demonstrate the effects of the 1929 tidal wave (tsunami) on southern Burin Peninsula communities. (K)				
3.3.6 Examine the response of people in these communities and people elsewhere to the tidal wave disaster. (A)				
3.3.7 Draw conclusions from the resolution of the Quebec-Labrador boundary dispute. (A)				
3.3.8 Define the term "depression". (K)				
3.3.9 Describe the conditions that brought on the Great Depression. (K)				
3.3.10 Describe the impact of the Great Depression on working-class Newfoundlanders and Labradorians. (K)				
3.3.11 Assess the effectiveness of government attempts to deal with the Great Depression. (I)				

SCO 3.4: The student will be expected to demonstrate an understanding of the impact of political events of the 1930s:				
3.4.1 Summarize the conditions that resulted in the St. John's riot of 1932. (K)				
3.4.2 Examine the conditions and events that led to the suspension of self-government. (A)				
3.4.3 Assess your position on whether the Commission of Government should have been established. (I)				
3.4.4 Describe the impact of the loss of responsible government on Newfoundland society. (K)				
3.4.5 Identify the main initiatives that Commission of Government undertook to improve conditions in Newfoundland and Labrador. (K)				
3.4.6 Describe a Commission of Government strategy to encourage agriculture. (K)				
3.4.7 Compare educational conditions during this period with those that exist today. (A)				
3.4.8 Explain why good health care services were a challenge for the Commission of Government. (K)				
3.4.9 Describe the role of selected organizations in improving the quality of life (e.g., Newfoundland Organization of Nurses Industry Association (NONIA); Grenfell Mission). (K)				
3.4.10 Examine why a public servant (e.g., a school teacher, a ranger) often had to perform a variety of roles in a community. (A)				
SCO 3.5 The student will be expected to demonstrate an understanding of the impact of World War II on Newfoundland and Labrador:				
3.5.1 Explain why Newfoundland's location made it important to the war effort. (K)				

SCO 3.5 cont'd				
3.5.2 Identify the major World War II military installations in Newfoundland and Labrador. (K)				
3.5.3 Analyze the motivation of newfoundlanders and Labradorians to enlist in the services. (A)				
3.5.4 Examine the military and non-military involvement of Newfoundlanders and Labradorians in the war effort. (A)				
3.5.5 Summarize the ways in which women were involved in the war effort. (K)				
3.5.6 Describe selected war activities that occurred in Newfoundland and Labrador. (K)				
3.5.7 Examine the impact of military service in World War II on families and communities. (A)				
3.5.8 Assess the impact of World War II on the economy of Newfoundland and Labrador. (I)				
3.5.9 Describe the impact of World War II on travel patterns of Newfoundlanders and Labradorians. (K)				
3.5.10 Examine the impact of World War II on attitudes and social relationships. (A)				
3.5.11 Show how Newfoundland and Labrador culture was influenced by the American and Canadian presence during World War II. (K)				
UNIT 4: NEWFOUNDLAND AND LABRADOR THROUGH THE 2ND HALF OF THE 20TH CENTURY: HISTORY AS A STORY OF CHANGE				
SCO 4.1: The student will be expected to demonstrate an understanding of the process whereby Newfoundland and Labrador entered into confederation with Canada:				

SCO 4.1 cont'd				
4.1.1 Define the term “referendum”. (K)				
4.1.2 Describe the role of the National Convention. (K)				
4.1.3 Identify the position of key political figures on union with Canada. (K)				
4.1.4 Analyze the strategies used by confederates and anti-confederates to promote their agenda. (A)				
4.1.5 Evaluate arguments in the debate for and against confederation with Canada. (I)				
4.1.6 Describe the two referenda processes whereby Newfoundlanders and Labradorians chose confederation with Canada. (K)				
4.1.7 Describe voting patterns across electoral districts. (K)				
4.1.8 Analyze the Terms of Union with Canada. (A)				
SCO 4.2: The student will be expected to demonstrate an understanding of economic changes in post-confederation Newfoundland and Labrador up to 1971:				
4.2.1 Distinguish among the terms “primary”, “secondary”, and “tertiary” activity. (K)				
4.2.2 Describe changes in fish harvesting and processing technology since Confederation. (K)				
4.2.3 Analyze the impact of new harvesting technologies on the Newfoundland and Labrador fishery. (A)				
4.2.4 Identify changes in the technology of harvesting timber in Newfoundland and Labrador. (K)				
4.2.5 Examine the impact of new technologies on the logging industry. (A)				

SCO 4.2 cont'd				
4.2.6 Show that mining in Labrador (e.g., iron ore in Labrador city and Wabush and nickel in Voisey's Bay) affected employment opportunities in Newfoundland and Labrador. (K)				
4.2.7 Analyze changes in the processing of marine resources. (A)				
4.2.8 Evaluate the impact of the Churchill Falls hydro development. (I)				
4.2.9 Analyze the importance of the tertiary sector to the Newfoundland and Labrador economy. (A)				
4.2.10 Demonstrate the importance of tourism to our economy. (K)				
SCO 4.3: The student will be expected to demonstrate an understanding of social changes in post-confederation Newfoundland and Labrador:				
4.3.1 Describe the impact of key economic decisions (e.g., Churchill Falls agreement). (K)				
4.3.2 Describe the factors that led to the resettlement program that began in the 1950s. (K)				
4.3.3 Evaluate a position on the resettlement program. (I)				
4.3.4 Analyze how changes in transportation and communications affected lifestyle and attitudes. (A)				
4.3.5 Draw conclusions about how cultural activity contributes to the economy. (A)				
4.3.6 Draw conclusions about how working conditions and modernization in industry brought changes in relations among workers, government and employers.				
SCO 4.4: The student will be expected to demonstrate an understanding of the economic developments and issues that Newfoundland and Labrador experienced at the close of the 20th century:				

SCO 4.4 cont'd				
4.4.1 Summarize the factors that led to the decline in codfish stocks. (K)				
4.4.2 Evaluate the impact of the cod moratorium on Newfoundland and Labrador society. (I)				
4.4.3 Examine the economic impact of off-shore oil development on the economy of Newfoundland and Labrador. (A)				
4.4.4 Analyze the risks of off-shore oil recovery. (A)				
4.4.5 Evaluate Newfoundland and Labrador's position on federal-provincial off-shore revenue-sharing. (I)				
4.4.6 Analyze improvements in transportation and communication since Confederation. (A)				
4.4.7 Examine the issues (e.g., Aboriginal rights and land claims, environmental concerns) around the development of the Voisey's Bay mine. (A)				
4.4.8 Describe the economic potential of the tourism industry. (K)				
4.4.9 Describe some of the new technology-based industries that have been established in Newfoundland and Labrador since Confederation. (K)				
4.4.10 Describe the growth of technology-based industries. (K)				
SCO 4.5 The student will be expected to demonstrate an understanding of social changes and issues that Newfoundland and Labrador experienced at the close of the 20th century:				
4.5.1 Describe how people and organizations can contribute to environmental protection. (K)				
4.5.2 Define the term "urbanization". (K)				
4.5.3 Describe conditions that contribute to rural de-population in Newfoundland and Labrador				

SCO 4.5 cont'd				
4.5.4 Analyze the impact of de-population on rural areas. (A)				
4.5.5 Compare the education system of today with that of the system during the 1950s. (A)				
4.5.6 Identify improvements made in our health care system. (K)				
4.5.7 Infer the degree to which gender issues are being addressed in our province. (A)				
4.5.8 Summarize recent changes in family structures. (K)				
4.5.9 Examine the evolution of Aboriginal organizations, struggles and progress in the province. (K)				
4.5.10 Identify the basic issues related to aboriginal land claims in the province. (K)				
4.5.11 Evaluate the impact of non-Aboriginal activities on Aboriginal peoples. (I)				
4.5.12 Summarize the growing identifies of francophones and Labradorians. (K)				
4.5.13 Describe the contributions made by newcomers to our economy and culture. (K)				
4.5.14 Evaluate what is meant by a Newfoundland and Labrador identity. (I)				
4.5.15 Describe the cultural revival that occurred in the province during the 19970s. (K)				
4.5.16 Examine the forms in which Newfoundland and Labrador culture is being expressed. (A)				
UNIT 5: HISTORY AS A STORY OF THE PAST IN THE PRESENT				
SCO 5.1 The student will be expected to demonstrate an understanding of the role of history in shaping our current circumstances:				

SCO 5.1	cont'd				
5.1.1	Evaluate the ways in which history affects the development of various aspects of society. (I)				
5.1.2	Evaluate the possible significance of history on current issues and events. (I)				
5.1.3	Determine the historical roots of current events, issues, and problems. (A)				