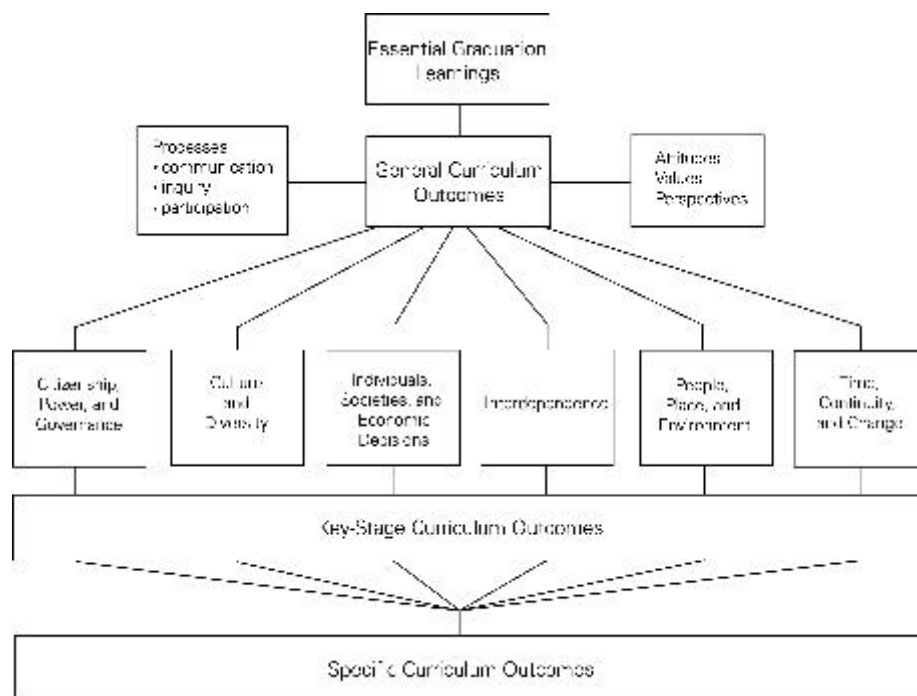


Curriculum Design and Components

Overview

The Newfoundland and Labrador History curriculum guide is based on the *Foundation for the Atlantic Canada Social Studies Curriculum* document. The general curriculum outcomes (GCOs), skills, and key-stage curriculum outcomes (KSCO) in the foundation document (including implicit and explicit statements on attitudes, values and perspectives) guided the development of the outcomes for this curriculum guide. The curriculum guide identifies the major themes and organizational structure of the course. It provides examples of how the course contributes to the attainment of the essential graduation learnings and articulates the general curriculum outcomes for history as well as the specific curriculum outcomes for Newfoundland and Labrador History.



Essential Graduation Learnings

The Newfoundland and Labrador History curriculum guide is based on the *Atlantic Canada Framework for Essential Graduation Learnings* and the *Foundation for the Atlantic Canada Social Studies Curriculum* document.

The four Atlantic provinces under the aegis of the Council of Atlantic Ministers of Education and Training (CAMET) have identified the abilities and areas of knowledge that they consider essential for students graduating from high school. Achievement of these essential graduation learnings will prepare students to be life-long learners. These learnings 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 changing demands of life, work, and study today and in the future. Essential graduation learnings serve as a framework for the curriculum development process.

History, as part of social studies, provides different opportunities for the achievement of the essential graduation learnings. The following examples demonstrate the close links among the essential graduation learnings and *Newfoundland and Labrador History* (the number at the end of each sample refers to the delineations of specific curriculum outcomes).

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Whether analysing historical artifacts or interpreting music, art and literature, students develop an appreciation of the role the arts play in interpreting their world and the world of others. Students will have the opportunity to, for example:

- examine how historical sources (e.g., art, documents, photos, stories, artifacts, and music) are windows into the past (1.1.2)
- draw conclusions about how cultural activity and the economy are connected (4.3.4)

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

History plays a prominent role in enabling students to develop as responsible citizens. By their very nature, history and social studies in general, provide numerous opportunities to develop the various elements of citizenship education. Students will have the opportunity to, for example:

- determine the means by which law and order were maintained in the 19th century (2.4.6)
- assess your position on whether the Commission of Government should have been established (3.4.3)
- describe the two referenda processes whereby Newfoundlanders and Labradorians chose confederation with Canada (4.1.6)

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Communication is implicit in history as students are asked to speak, listen, read, view, think, dramatize, and articulate their thoughts. Students will have the opportunity to, for example:

- present explanations or arguments in support of the key question (1.2.8)
- use the following organizer to interpret a photo (sample assessment strategy for delineations 2.5.2-2.5.8)
- write a letter to the editor of the local paper on the issue of conscription. Use the following checklist to organize your thoughts (sample assessment strategy for delineation 3.1.9)

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Personal development requires that individuals first know who they are - that they have a sense of identity, and that they know where they fit in the scheme of things. Many of the ethical issues that confront today's students must be examined from the critical perspective provided through history. Students will have the opportunity to, for example:

- complete the following chart to compare lifestyles of the 19th century with lifestyles today (sample assessment strategy for delineation 2.5.10)
- describe conditions that contribute to rural depopulation in Newfoundland and Labrador (4.5.4)
- evaluate what is meant by a Newfoundland and Labrador identity (4.5.12)

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.

History helps students to respond as citizens to the problems that confront the world today with reference to their historical, social, economic, political, and geographic context. Thus, students will be able to act as empowered citizens, making the necessary decisions and solving problems in a critical and creative manner. Students will have the opportunity to, for example:

- complete the following chart to decide which side they would support in the 1869 Confederation debate (sample assessment strategy for delineation 2.4.8)
- assess one's position on the issue of conscription (3.1.9)
- evaluate a position on the resettlement program (4.3.2)

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

History is replete with opportunities to study the effect technological development has on society. Recognizing the complex issues raised by old and new technologies is critical to achieving technological competence. Students will have the opportunity to, for example:

- explain the role of technology in communications and transportation in the 19th century (2.5.9)
- analyse how changes in transportation and communications affected lifestyle and attitudes (4.3.3)
- describe the growth of technology-based industries (4.4.10)

Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Many of the spiritual and moral issues which confront students today such as human rights, gender issues, and religious freedoms must be examined in light of their historical perspective and the changes which have taken place over time. Students will have the opportunity to, for example:

- describe the impact of land-based industries on the traditional role of women (3.2.12)
- evaluate the impact of non-aboriginal activities on aboriginal peoples (4.5.2)
- draw conclusions about strategies used by suffragettes (3.1.14)

General Curriculum Outcomes for History

General curriculum outcomes are broad statements articulating what students are expected to know, to appreciate, and be able to do as a result of the cumulative learning experiences in history. Through achievement of these curriculum goals, students demonstrate the essential graduation learnings.

Below are the general curriculum outcomes for history.

Understandings

Students will be expected to demonstrate an understanding that

- history is the study of change over time
- the explanation of the past is always subject to interpretation
- the physical environment and natural resources greatly influence historical development and events
- the economy plays a vital role in the historical development of a society
- history affects and influences present-day attitudes, beliefs and values
- the diverse cultures of all peoples, including native peoples and newcomers, have greatly impacted and continue to influence historical events
- all members of the community in the past contributed to the development of society
- the history of Newfoundland and Labrador is marked by significant turning points
- the past affects the lives of people as individuals and a society

Competencies

Students will be expected to demonstrate competencies in

- thinking as a historian
- using the tools of history in locating and assessing sources of information and evidence at a basic level
- historical methodology as it applies to examining and constructing historical reports

- constructing, interpreting and presenting spatial and temporal information through the use of graphs, charts, tables, timelines and other visual aids
- appropriately using language, statistics, written reports and other forms of communication and presentation techniques (skits, plays, visual presentations) in a variety of situations
- appropriate use of technology
- literal, interpretive, applied, and critical thinking
- participating in group processes in a way that positively contributes to the quality of the learning task.

Dispositions

Students will be expected to demonstrate an appreciation for

- history as a conversation with the past
- the place of history as a lifelong interest
- local history and its relationship to the regional, provincial and larger picture
- the contribution of the past to present-day society, lifestyle and culture
- both material culture, e.g., houses, textiles, and furniture, and non-material culture, e.g., music, stories, art, and songs as representations of history
- Newfoundland and Labrador's unique cultural heritage and the pride of its citizens in their provincial identity
- the role of informed and rational discussion in the development of historical patterns
- the importance of gathering, organizing, and presenting reliable information in ways appropriate to an assigned task.

Course Themes

The five organizational themes for the course were developed to represent various approaches and purposes for the study of history and for their appropriateness to the time period spanned. A brief description of the five course themes is identified below.

- *Unit 1: Introduction: History as a Lens to the Past* introduces history as a discipline and basic historical research methods. Students will consider conceptions of history and how it is represented in many different ways. Students will develop and refine their research skills through the study of their community/region.

- *Unit 2: Newfoundland and Labrador from the Turn of the 19th Century through to the Early 20th Century: History as a Story of People* examines the origins of all people living in Newfoundland and Labrador in the 1800s, where they settled,

interactions that occurred between various people and groups, and the role of the physical environment on their lifestyles. The unit also examines selected aspects of politics, law, economy, transportation, religion and education in early Newfoundland and Labrador society.

- *Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events* examines the role and impact of significant historical events, growth of land-based economies, significant political events prior to and leading up to joining Canada, and the impact of World War II.
- *Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change* examines the issues and events surrounding Confederation, changes in political and social infrastructure in the two decades following Confederation, and modernization and the impact of industrialization and technological changes in the last half of the 20th Century.
- *Unit 5: History as a Story of the Past in the Present* examines the ways in which historical events influence a society's development and how historical events impact current issues and events. This unit is essentially a major research project for the student and should not be done separately towards the end of the course. The project should be carried out over the last half of the school year, beginning in early February.

These themes are developed through a set of specific curriculum outcomes and delineations. **It is expected that all SCOs will be addressed.** The understandings, competencies and dispositions that comprise the general curriculum outcomes for history are incorporated into the specific curriculum outcomes for *Newfoundland and Labrador History* as appropriate. The research component of the course encourages exploration of a variety of topics and a diverse selection of sources. Students will use both primary and secondary sources and draw upon a wide variety of sources of information such as reference books, historical documents, newspapers, artifacts, audio-visual materials, electronic sources, (including computer software, CD-

ROMs and appropriate selected sites on the world wide web), museums, historic sites, and archives as well as through interviews and interaction with people who can supply historical information.

Each of the course themes provides opportunities for students to engage in active learning experiences that introduce and/or reinforce historical research methods and skills and meet the learning objectives for the topic. At appropriate points, comparisons are drawn between historical events and current circumstances. Students are challenged to consider that perspectives on events from the past change over time and often differ from the values and perspectives at the time of the event.

Organization and Planning

Organization

The Newfoundland and Labrador history course is designed for approximately 90 hours, i.e., 10% of instructional time. Each theme begins with an overview page that provides a brief description of the contents of the unit. These are followed by a four column layout that includes the specific curriculum outcomes and delineations, sample teaching and learning strategies, sample assessment strategies and sample links with supplementary resources, other curricular areas and community organizations. In addition, the guide has various appendices which further delineate some of its contents.

The four-column layout helps to

- illustrate how learning experiences flow from the outcomes
- illustrate the range of strategies for teaching and learning associated with a specific outcome
- demonstrate the relationship between outcomes and assessment strategies
- provide supplementary resources teachers can use in connection with the outcomes
- suggest ways teachers can make cross-curricular connections

Instructional Planning

In planing instruction for this course it is critical for evaluation to be aligned with outcomes and instruction. Thus, the relative emphasis upon the three thinking skills of knowing, applying and integrating during instruction must be reflected in the assessment of students' work. A table of specifications is provided to help achieve this planning and an instructional pacing chart is provided in Appendix 3.

An examination of the table of specifications shows that the introductory unit, which explores the historical method, makes up 10 % of the course instructional time. Therefore, teachers should

attempt to reflect this emphasis in their instruction. Substantially more instructional time is given to units 2, 3 and 4. Unit share of the total assessment should reflect its share of instructional time. Unit 5 is developed throughout the course and is not weighted in the table of specifications. In planning assessments, the teacher should attempt to reflect the emphasis by competency level illustrated by the table; i.e., student activities, projects or examination items that are at the knowledge level will be weighted 33 %, those at the application level will be weighted 47 % and at the integration level the weighting is 20 %.

Table of Specifications

UNIT	Thinking Competencies			Totals
	Knowing	Applying	Integrating	
1	2	6	2	10
2	12	15	6	33
3	11	15	5	31
4	8	11	7	26
Total	33	47	20	100

Decision-making and organizational planning for students with diverse needs is guided by the process set out in the Department of Education document *Pathways to Programming and Graduation* (2005).

