

Specific Curriculum Outcomes

Overview

Specific Curriculum Outcomes (SCOs) are a further breakdown of the General Curriculum Outcomes for history. The SCOs and their accompanying subset (delineations) which appear in column 1 of the curriculum guide are designed to give clear direction to teachers with respect to Newfoundland and Labrador history. They set out what students are expected to know and be able to do as a result of their learning experiences in the course. These outcomes also assist educators in determining the most efficient resources and methodologies available to meet the needs of the student.

The skills and attitudes articulated in the General Curriculum Outcomes are integrated throughout the SCOs, their delineations and related sample teaching, learning and assessment strategies. Each delineation is classified on a three-level hierarchy of thinking competencies - from acquiring basic knowledge (knowing), to using this knowledge in new situations and applying relations (applying), and to reflecting and making judgments on this knowledge (integrating). The range of sample teaching and learning strategies in column 2 is used to achieve the outcomes articulated by the SCOs and delineations in column 1.

The SCOs and their delineations represent required learnings and it is expected that all SCOs will be addressed within each unit. Advance planning for the course and units should include consideration of the SCOs and their delineations and how they will be addressed and integrated within units and with other specific curriculum outcomes.

A complete list of the SCOs and their delineations is included as Appendix 1.

How to Use the Four-Column Layout

Unit Title → Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People

Specific Curriculum Outcomes → This column includes a specific curriculum outcome for the unit along with the delineations for the outcome. The thinking competencies are labeled K, A, and I.

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p>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</p> <p>2.2.9 Examine how international relations affected settlement patterns and economic growth (e.g., the 'French Shore'). (A)</p> <p>2.2.10 Analyze how people of a particular ethnic group tended to settle in particular areas. (A)</p> <p>2.2.11 Define the term "internal migration". (K)</p> <p>2.2.12 Describe how the predominantly coastal settlement pattern began to change during the late 19th century. (K)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> Examine a map of the province to identify and make a list of French place names. (2.2.9) Pretend how the area along the 'French Shore' might have developed and affected the history of the province, had it not been for the 'French Shore Treaty'. (2.2.9) Research why the southern shore of the Avalon was largely populated by the Irish. (2.2.10)

← **Sample Teaching/Learning Strategies**
This column suggests a variety of approaches that are appropriate for the intermediate learner. Teachers should consider these as examples that they might modify to suit the particular needs of their students.

Unit Title → Unit 2 - Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People

Sample Assessment Strategies → This column offers a wide range of assessment strategies which may be used in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional strategies.

Sample Assessment Strategies	Teacher Notes
<p>Students may, for example,</p> <ul style="list-style-type: none"> Reflect upon the 'French Shore' issue and express in a paragraph how it contributed to a Newfoundland identity during the later part of the 19th century. (2.2.9) Test the accuracy of the following statement is (2.2.10): "European settlers by the early 1800s were concentrated mainly along the west coast of Newfoundland." 	<p>Print Resources</p> <p>Borlase. <i>Labrador Studies: The Labrador Inuit</i>.</p> <p>Borlase. <i>Labrador Studies: The Labrador Settlers, Métis and Kablanngajut</i>.</p> <p>Charbonneau. <i>Against The Odds</i>.</p> <p>Smallwood. <i>Encyclopedia of Newfoundland and Labrador</i>.</p> <p>McManus. <i>Atlas of Newfoundland and Labrador</i></p> <p>Major. <i>As Near to Heaven by Sea: A History of Newfoundland and Labrador</i>.</p> <p>O'Flaherty. <i>Part of the Main</i>.</p>

← **Teacher Notes**
This column offers a listing of student resources which support the prescribed learning outcomes, along with lists of local and provincial historical sites, organizations and links to other curriculum areas. A more extensive listing of resources with bibliographic detail is included in Section 4.