
Table of Contents

Preamble	iii
Acknowledgements	v
Section I: Overview and Rationale	
Overview	1
Rationale	2
History As a Discipline	2
Contribution of History to Social Studies Education	3
The Teaching and Learning Context	4
Student Needs	4
Literacy and Social Studies	4
The Integration of Technology in Social Studies	5
Resource-Based Learning	6
Instructional Approaches and Strategies	7
Multi-Level Instructional Settings	9
Assessment and Evaluation	9
Introduction	9
Assessment	9
Evaluation	10
Guiding Principles	11
Section II: Curriculum Design and Components	
Overview	13
Essential Graduation Learnings	13
Aesthetic Expression	14
Citizenship	14
Communication	15
Personal Development	15
Problem Solving	16
Technological Competence	16
Spiritual and Moral Development	16
General Curriculum Outcomes for History	17
Course Themes	18
Organization and Planning	20
Organization	20
Instructional Planning	20
Table of Specifications	21

Section III: Specific Curriculum Outcomes

Overview 23
How to Use the Four-Column Layout 24
Specific Curriculum Outcomes
 Unit 1 25
 Unit 2 33
 Unit 3 53
 Unit 4 73
 Unit 5 93

Section IV: Resources

Authorized Resources 97
Resources for Reference 97
Professional Resources 117

Appendices

Appendix 1: Specific Curriculum Outcomes 123
Appendix 2: Major Process and Skills Matrix 137
Appendix 3: Grade 8 History Pacing Chart 145
Appendix 4: Studying Local History 147
Appendix 5: Using Primary Sources in the Classroom 151
Appendix 6: Examining Issues in History 157
Appendix 7: Student Response Journals 159
Appendix 8: Portfolio Assessment 163
Appendix 9: Rubrics in Assessment 167
Appendix 10: Holistic Scoring Rubrics 169
Appendix 11: Planning a Unit Assessment 175
Appendix 12: Writing a Historical Essay 179
Appendix 13: Primary Documents in Newfoundland and Labrador History 183
Appendix 14: Newfoundland and Labrador in the 19th and 20th Centuries: a Brief Narrative . . . 187