

Social Studies

This document contains links to lessons from *Teaching About the Mi'kmaq*, with the appropriate curriculum outcomes provided. The entire text is available in French and English at the following link: <https://www.mikmaweydebert.ca/sharing-our-stories/education-and-outreach/school-curriculum/>

If these resources do not support your current place in the Social Studies curriculum, please do not hesitate to reach out to the curriculum lead for your area:

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K-2

Kindergarten	Grade 1	Grade 2
K 1.1 demonstrate an understanding of themselves as unique and special; K 1.3 identify needs and wants that are common to all children; K 1.7 communicate effectively, solve problems and demonstrate conflict-resolution skill; K 2.2 identify and explain types of activities that support a healthy lifestyle;	1.1.1 demonstrate an understanding of the importance of interactions between people; 1.1.3 demonstrate an understanding that people within groups have rights and responsibilities. 1.4.5 demonstrate an understanding of the factors that influence how needs and wants are met;	2.1.1 describe growth and development of familiar animals during their life cycle; 2.2.1 describe how people contribute to making change in communities; 2.4.1 understand, develop and maintain a healthy lifestyle;

Welo'ltimk - Healing:

https://nbed.sharepoint.com/:b:/s/FirstNationEducationTeam/EeGSHbq2vg5Otd9zExMBrZkBfPmcN_6TYKqQU5oPmMrWKA?e=RhFK8j

Netukulimk - Economic, Social and Political Life:

<https://nbed.sharepoint.com/:b:/s/FirstNationEducationTeam/EfPv3qQGnpZGvftPCKCx1LYBdfbkxUnTFPS4M4ZQWE5w1g?e=JuKnUL>

Note: Only those with an EECD email address will be able to open the link above. If teachers are looking to share these lessons directly with students, they will have to download the file and upload it to their own teacher page or Teams site.

3-5

Grade 3	Grade 4	Grade 5
<p>3.1.1 Locate their province in the Atlantic region, Canada, North America, and the world</p> <p>3.1.2 Describe the major physical features, climates, and vegetation of their province and the Atlantic region</p> <p>3.1.3 Examine where people live and how people make a living in their province</p> <p>3.2.1 Examine the diverse peoples in their province</p> <p>3.2.2 Examine how diverse peoples in their province express their culture</p>	<p>4.2.1 Examine the stories of various explorers of land, ocean, space, and ideas.</p> <p>4.2.2 Analyze factors that motivate exploration</p> <p>4.2.3 Evaluate the impact of exploration over time</p> <p>4.3.3 Examine the relationship between humans and the physical environment</p> <p>4.4.1 Describe the physical landscape of Canada</p> <p>4.4.2 Examine the human landscape of Canada</p>	<p>5.1.1 Develop an understanding of how we learn about the past</p> <p>5.2.1 Explain how environment influenced the development of an ancient society</p> <p>5.4.1 Demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada</p> <p>5.4.2 Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada</p> <p>5.5.1 Examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada</p>

Kekinua'taqn - Introduction:

https://nbed.sharepoint.com/:b:/s/FirstNationEducationTeam/ERmrLuGiDaJLgyBx7U0Is0wB9cfcorK-ZSpaG_gLW4O7Ng?e=xglGmU

Netukulimk- Economic, Social, and Political Life

<https://nbed.sharepoint.com/:b:/s/FirstNationEducationTeam/ETM5epk0XCFFrJlr-GP-o14BW11r5Rs2f7wZzBE-hEnlBg?e=4jy6tl>

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6-8

Grade 6	Grade 7	Grade 8
6.1.1 Explore the concept of culture and demonstrate an	7.1.1 Explore the general concept of empowerment	8.5.2 examine and analyse how Atlantic Canadians are

<p>understanding of its role in their lives</p> <p>6.1.3 Analyse the importance of cross-cultural understanding</p> <p>6.2.2 Assess the relationship between culture and environment in a selected cultural region</p> <p>6.3.2 Describe how government influences culture in a selected country</p> <p>6.3.3 Explain how economic systems influence culture</p> <p>6.4.1 Analyse how the arts reflect beliefs and values in a selected cultural region</p> <p>6.4.2 Examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region</p> <p>6.4.3 Analyse the extent to which sports and games are expressions of culture in a selected cultural region</p>	<p>7.2.2 Investigate the various ways economic systems empower or disempower people</p> <p>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</p> <p>7.4.3 Analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period</p> <p>7.5.1 Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century</p>	<p>members of the global community through different interconnected systems</p> <p>8.5.3 assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community</p>
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Welo’ltimk - Healing

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Kejitasimkewey Kiskuk – Contemporary Issues: Land Loss and Displacement

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Netukulimk – Economic, Social and Political Life: Netukulimk and Mi’kma’ki

<https://nbed.sharepoint.com/:b:/s/FirstNationEducationTeam/EU13rADUGcZFrMa3MgLGQkBnRpX73pKU6r7COHcN0ybAw?e=XKdywe>

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9-12

Grade 9
GCO 1 Students will explore Canadian identities.
GCO 2 Students will explore Canadian physical and human geography.
GCO 3 Students will explore social responsibility.

Kekinua'taqn - Introduction:

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Kejitasimkewey Kiskuk – Contemporary Issues: Land Loss and Displacement

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Modern History	World Issues	Indigenous Studies
2.2 Historical Thinking Concepts 2.2.1 Demonstrate their understanding of the immediate and long term impact of urbanization on society during the Industrial period.	Humanity: Students will examine the unity and diversity of the human experience Interdependence: Students will examine their own place within the interdependent systems that link humans to each other and to the natural world. Geopolitics: Students will examine the rights and responsibilities of citizenship and the role of governance	GCO 1: Students will apply their knowledge of worldview to understand Indigenous perspectives GCO 3: Students will examine the relationship of Indigenous Peoples to non-Indigenous Peoples in New Brunswick and in Canada. GCO 4: Students will recognize the importance of Indigenous advocacy as agents of social change.

	institutions at the local, national, and global levels.	
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Kejitasimkewey Kiskuk – Contemporary Issues: Land Loss and Displacement

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Netukulimk – Economic, Social and Political Life: Netukulimk and Mi'kma'ki

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