Law 120

New Nouveau
Brunswick

Law 120

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Website References

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Acknowledgments

The Department of Education and Early Childhood Development of New Brunswick (EECD) gratefully acknowledges the contributions of the following groups and individuals toward the development of the Law 120 curriculum document:

Table of Contents

1.   Introduction

1.1   Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2   New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for schoolwork. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies 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 shifting and ongoing demands of life, work and study today and in the future.

See *Appendix 6.1*.

2.   Pedagogical Components

2.1   Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and positioning and be careful not to assume levels of physical, social or academic competencies based on the gender, culture, sexuality, ability, or socio-economic status of their students.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional indigenous views consider the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Newcomer students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See *Appendix 6.2*

Cross Curricular Literacy and Multilingual Language Learners

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day - in and out of school. All subject-area teachers support all learners' language development with content-area vocabulary development, academic language structures, and structured classroom conversations.

2.2   Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular, ongoing, and used to promote learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document while acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

● Questioning	● Projects and Investigations
● Observation	● Checklists/Rubrics
● Conferences	● Responses to texts/activities
● Demonstrations	● Reflective Journals
● Presentations	● Self and peer assessment
● Role plays	● Career Portfolios
● Technology Applications	● Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and used to promote learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process, adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the Formative Assessment document on the ONE site.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document while acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site here.

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day—in and out of school.

3.   Subject Specific Guidelines

3.1   Rationale and Course Description

The study of law allows students to better understand their own social, political, and cultural communities. In **Law 120**, students will engage with how governance was founded in Canada, what role criminal law plays in society, how ideas about property and contract have implications in communities, and how the law can be used to secure and enhance basic rights and liberties for all—while still being used to oppress and exclude vulnerable communities. Understanding how the law works helps students critically evaluate laws and policies and prepares them to be active members of their civic communities.

Law 120 introduces students to the basic features of law and provides a fundamental understanding of law in Canada. It does so by focusing on three substantive areas of law: public law, private law, and international law. These areas are supplemented not only by an introduction to the fundamentals of the Canadian constitution and system of government but also by sections on Wabanaki law and critical approaches to law and society. In each of these subject areas, discrete types of law are studied to give students an overview of the development, application, and interpretation of law in Canada. **Aboriginal law** (state law concerning Indigenous peoples) and **Indigenous law** (the laws of Indigenous peoples themselves) are considered in each subject area.

The **Law 120** curriculum has been developed with the goal of introducing students to the fundamental principles of Canadian law. In addition to the functions and role of law in Canadian society, students will develop their skills of critical reasoning by considering the interpretations and applications of law, including the tensions between the beneficial features of law and how the law is sometimes applied unequally because of biases.

Pedagogical considerations for Law 120

Lenses and Biases
When looking for resources and planning lessons, please intentionally include diverse perspectives including those of Indigenous peoples, persons with disabilities, persons of different ethnicities, persons within the LGBTQI2S+ communities, persons of privilege, and persons living in poverty. In a law course, we must consider how dominant ideologies shape how laws are enacted. Experiences of the law are diverse and varied, and we must remember and explore ways the legislation in this curriculum document is experienced by many groups. This must be taught while paying particular attention to language and narratives that may be re-traumatizing to students.

Multilingual Language Learners

All learners require content vocabulary support. Language learners in particular will require content vocabulary support to engage meaningfully in this course. Teachers are encouraged to remember that all learners bring *funds of knowledge* to the classroom and that students' additional and home languages are assets, not barriers. Please see *Appendix 6.3* on Culturally Responsive Teaching.

Digital Citizenship extensions

With student participation in digital spaces comes the need for Digital Citizenship education. Students who are conducting online research and participating in online learning will benefit from explicit media literacy instruction (how to trust digital sources and responsible research habits), as well as digital citizenship learning around what kinds of information are found in which spaces and how that influences decision-making. Here are some recommended activities to enhance instruction in **Law 120**:

- Lateral Reading
- What Do Other Sources Say?
- Online Verification Habits
- Evaluating Videos
- Challenging Confirmation Bias
- Critical Digital Literacy Worksheets
- Digital Civics

3.2   Curriculum Organizers and Outcomes

Organizers

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. These strands are elaborated upon in the *Foundation for the Atlantic Canada Social Studies Curriculum* document.

1. **Citizenship, governance, and power:** *Students will be expected to demonstrate an understanding of the rights and the responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.*

2. **Individuals, societies, and economic decisions:** *Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.*

3. **People, place, and environment:** *Students will be expected to demonstrate an understanding of the interactions among people, places and the environment.*

4. **Culture and Diversity:** *Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.*

5. **Interdependence:** *Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.*

6. **Time, Continuity and Change:** *Students will be expected to demonstrate an understanding of the past and how it affects the present and future.*

Indigenous Principles of Learning

The Indigenous Principles of Learning and Indigenous Ways of Knowing infographics are important frameworks for Social Studies educators to read and incorporate into their teaching. Understanding and respecting the differences and commonalities between Indigenous and Western perspectives on teaching and learning affirms all learners and educators in public schools.

"Indigenous ways of teaching and learning are relevant not only for Indigenous people, but for the education of all people… For instance, think of differentiated instruction, daily physical activity, outdoor education, place-based, experiential, embodied, or service learning—pick a pedagogical buzzword—and there is likely some root to be found in the ways that worked for Indigenous communities for millennia. So why not explore how the old ways could be the new way forward?" (Restoule, Jean-Paul and Chaw-win-is. ''Old ways are the new way forward: How Indigenous pedagogy can benefit everyone", the Canadian Commission for UNESCO's IdeaLab, October 2017.)

Mi'kmaw, Peskotomuhkati, and Wolastoqey nations have occupied the territories presently known as Newfoundland, New Brunswick, Nova Scotia, Prince Edward Island, and parts of northern Maine and eastern Quebec for many thousands of years. These nations each have their own traditional institutions, borders, cultures, and languages. The Wabanaki Confederacy is an important regional organization that consists of the Peskotomuhkati, Mi'kmaw, Wolastoqey, Abenaki, and Penobscot nations. The Wabanaki nations have historically and generally continue to have individual forms of spirituality, systems of justice, education, economics, and governance that may share some similarities with each other, but they are individually distinctive. As this course will be taught in New Brunswick provincial schools, the focus should be on the Mi'kmaw, Peskotomuhkati, and Wolastoqey nations. While commonalities exist, Indigenous nations are as diverse as the nations on any other continent.

Indigenous Ways of Knowing
(zoom to view)
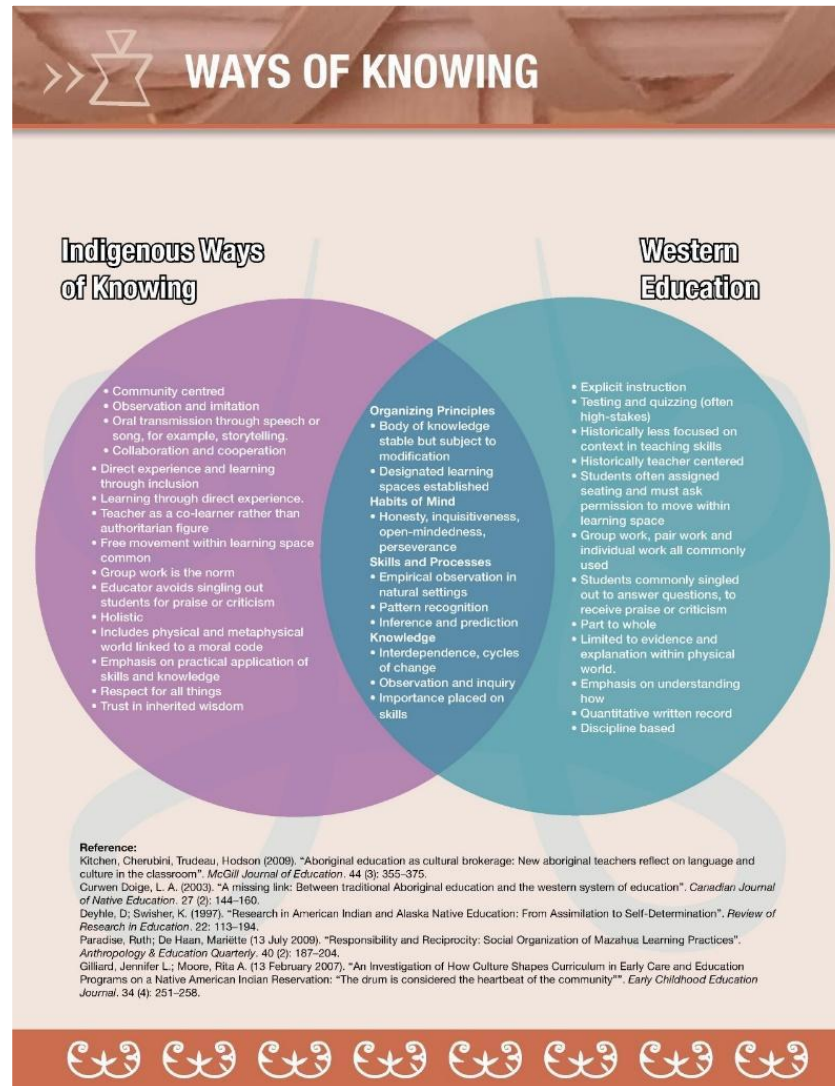
A Thinking Focus

Deep learning in a social studies course occurs when other key dimensions, such as historical thinking, geographical thinking and critical inquiry, are considered and implemented. **Law 120** provides students with the relevant, current issues and the relevant resources that will allow students to apply these approaches.

Historical and Geographical Thinking

Six historical thinking concepts have been identified by Peter Seixas through his work at the University of British Columbia's *Centre for the Study of Historical Consciousness*. These six historical thinking concepts are designed to help students think more deeply and critically not only about the past but also about their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the specific curriculum outcomes. Inspired by the work of Peter Seixas in historical thinking, the six portals of geographical thinking were developed to engage students in critical thinking about geography and geographical issues rather than memorizing information alone. Relationship to place plays a fundamental role in how we understand the world, and it is central to the social studies. Please see *Appendix 6.4* on Historical and Geographical Thinking.

For more information on historical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers can go to The Historical Thinking Project, The Centre for the Study of Historical Consciousness, or The Critical Thinking Consortium. For more information on geographical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers may go to The Critical Thinking Consortium or Canadian Geographic Education.

Critical Inquiry

To help focus the exploration of ideas, teachers should ensure that the key questions are identified. When students are invited to investigate and resolve their queries, the learning is enriched. The ideal, of course, is to have students create their own critical questions, but students might need direction and practice to formulate quality questions that will spark curiosity and involvement. Teachers may use the following six criteria for the construction of solid critical inquiry questions:

A Good Critical Inquiry Question:

1. The question should be one that the learner is interested in. The ideal level of interest would be such that the student feels a need to find answers to satisfy a real curiosity.

2. The question is open to research. This means that there is a need to dig deeper to find the answer, that credible sources are needed to find the answers, and that in most cases, the research is accessible within the classroom environment.

3. The learner does not already know the answer or has not already decided on the answer before doing the research.

4. The question is "open". The question calls for an extensive explanation that is multi-layered. The explanation shows its complexity by referring to various viewpoints and angles. There may be more than one explanation.

5. The question has a clear focus. The question can be framed by the teacher, the student, or the student and teacher together. The question needs to have enough focus to enable productive research from the start. Questions are often seen as stepping stones to the work, but students are likely to adjust the original questions as they learn more from their research.

6. The question can be seen as an initial question that identifies sub-questions. In that case, the final explanation is the sum of the responses to the sub-questions.

(Adapted from Dale Roy, Erika Kustra, Paola Borin, 2003, McMaster University)

For further resources and professional learning in inquiry learning and critical thinking, please visit The Critical Thinking Consortium.

For additional Social Studies teaching resources, please visit the Social Studies SharePoint site.

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (**GCO**) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (**SCO**) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Students will analyze the foundations of law in Canada.
SCO 1.1	Students will analyze Canada's constitutional history, legal traditions, and systems of governance.
SCO 1.2	Students will examine the importance of treaties in establishing nation-to-nation relationships.
SCO 1.3	Students will research traditional Wabanaki law and governance.
SCO 1.4	Students will discuss the role of the courts and practice basic legal research.

GCO 2	Students will examine key features of public law in Canada.
SCO 2.1	Students will describe key features of criminal law in Canada.
SCO 2.2	Students will evaluate how systemic biases affect the law and how these biases impact different groups.
SCO 2.3	Students will examine the *Charter of Rights and Freedoms* to understand how *Charter* rights are interpreted and applied.
SCO 2.4	Students will analyze how the law shapes the historic and contemporary relationship between Indigenous peoples and settler Canadians.
SCO 2.5	Students will consider human rights in provincial, national, and international law.
SCO 2.6	Students will investigate public law considerations around Internet use and online behaviour.

GCO 3	Students will examine key features of private law in Canada.
SCO 3.1	Students will review the basics of tort law in Canada.
SCO 3.2	Students will investigate the role of contracts and the basic law of contract.
SCO 3.3	Students will investigate the law of property in Canada.
SCO 3.4	Students will investigate private law considerations around Internet use and online behaviour.

4.   Curriculum Outcomes

GCO 1	Students will analyze the foundations of law in Canada	
SCO 1.1	Students will analyze Canada's constitutional history and systems of governance	
Concepts and Content	**I Can Exemplars**	
Topics may include: The history of Canada's Constitution ● the written and unwritten parts of the Constitution 　○ eg. de jure freedom but de facto segregation and disenfranchisement for Black peoples. Black Canadians excluded from full citizenship. ● the diverse peoples (Indigenous, British, French) who contributed to the development of the constitution 　○ The difference between white settler Canadians and early Black inhabitants The main features of Canada's Constitution ● federalism and the division of powers ● how laws are made in Canada ● Place of Indigenous peoples in the constitution (Aboriginal law) 　○ The *Indian Act*, 1876 as a constitution document Understanding different legal traditions: ● Colonialism as a legal tradition/concept ● What is legal pluralism? ● Interaction of British, French, and Indigenous law Considering Indigenous law and the legal traditions of Indigenous peoples ● What is Indigenous law? ● The diversity of Indigenous peoples and Indigenous legal orders *R. v. Powley* (2003) re. Métis status	(please note that these are exemplars only and not requirements) I can provide an overview of the history of Canada's constitution. I can identify the distinct political groups who have contributed to the constitution. I can describe the effect of the Constitution on Indigenous peoples. I can cite which settlers were making the laws and how early Black inhabitants were not treated as equal to the lawmakers. I can identify parts of the constitution that relate to Canada's Black population. I can explain the division of powers under Canada's constitution. I can identify how laws are made in Canada. I can explain the importance of the *British North America Act 1867* and the *Constitution Act 1982.* I can identify the different legal orders that contribute to Canada's constitution. I can discuss what legal pluralism is and how it works in Canada. I can articulate why Indigenous law is important to Canada's constitution. I can explain some ways that Indigenous and other bodies of Canadian law are similar and some ways that they may differ.	

Resources		
Video	**Website**	**Document**
[Supreme Law Video - National Film Board](#)	[A guide to the constitution](#)	*[British North America Act, 1867](#)*
[Constitution of Canada – Part 1](#)	[A guide to Canadian government](#)	*[Constitution Act, 1982](#)*
[Constitution of Canada – Part 2 (Division of Powers)](#)	[Federalism in Canada](#)	[Reference Re The Secession of Quebec](#)
[Indigenous legal traditions](#)	[Indigenous Self Government in Canada](#)	*[Consolidation of Indian Legislation. Volume II: Indian Acts and Amendments, 1868-1975](#)*
[Indigenous law: An Introduction](#)	[The Confederation debates mini-units](#)	
	[Constitution Act 1982](#) on the Canadian Encyclopedia	Citizenship in the City of Saint John, p. 20, *The Blacks in New Brunswick* by W.A. Spray.
	[How are laws made in the Nisga'a Nation?](#)	[What Is Indigenous Law?](#)
	[Indian Act](#)	[Map of Mi'kma'ki](#)
	[Membertou First Nation laws](#)	
	["Law"](#)	
	[Atlantic Loyalist Connections](#)	
	[The Charter of Saint John](#)	
	[Black Enslavement in Canada](#)	
	[What is Colonialism?](#)	
	[Peskotomuhkati](#)	
	[Wolastoqiyik](#)	
	[Mi'kmaq](#)	

SCO 1.2	Students will examine the importance of treaties in establishing nation-to-nation relationships
Concepts and Content	**I Can Exemplars**
Topics may include: The Peace and Friendship Treaties: ● When the treaties were signed ● Who signed the treaties? ● How the treaties structured Crown-Indigenous relations The Numbered Treaties ● Treaty 6 as an example of a failed treaty The role of treaties in Canada's constitutional history: ● Treaties as foundational part of Canada's constitution ● Treaties as recognition of the political character of Indigenous peoples ● Treaties as a body of intersocietal law The importance of treaties today:* ● Why treaties remain important ● Why all Canadians are "treaty people" *treaty rights such as hunting and fishing rights are dealt with in GCO 2 Indigenous Rights as international law Peace and Friendship Treaties as international law United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)	(please note that these are exemplars only and not requirements) I can explain the importance of the Royal Proclamation 1763 to the development of Canada and the relationship between the Crown and Indigenous Peoples. I can differentiate the Peace and Friendship Treaties from the Numbered Treaties. I can discuss non-treaty lands in Canada. I can articulate the importance of the Peace and Friendship Treaties, both historically and today. I can identify the Indigenous peoples of the Maritime provinces and the treaties they signed with the Crown. I can examine the role of treaties in contemporary Canada. I can assess the degree to which governments, businesses, and societies adhere to treaties. I can identify the central Indigenous rights instruments at international law. I can discuss the most important of these rights. I can evaluate the domestic application of these rights in Canada.
Resources	

Video	**Website**	**Document**
Justice Murray Sinclair video on the Royal Proclamation of 1763	Treaties with Indigenous Peoples in Canada	RCAANC "Treaties and Agreements" brief

"We are all Treaty People"

"Treaty Education Video"

Treaty 6

Indigenous Peoples: Agents of Change

History of ILO Conventions on indigenous peoples

UN Declaration on the Rights of Indigenous Peoples - Press Conference

How UNDRIP Changes Canada's Relationship with Indigenous Peoples

10th anniversary UN Declaration on the Rights of Indigenous Peoples

The Canadian Encyclopedia entries on: Peace and Friendship Treaties, the Royal Proclamation, 1763:
- Peace and Friendship Treaties | The Canadian Encyclopedia;
- Royal Proclamation of 1763 | The Canadian Encyclopedia

Mi'kmaq Holdings Resource Guide Peace and Friendship Treaties at the Nova Scotia Archives:

Shining a Light on the Peace and Friendship Treaties of 1760 and 1761:
- Shining a Light on the Peace and Friendship Treaties of 1760 and 1761 | The Loyalist Collection (unb.ca)
- OHCHR | Declaration on the rights of indigenous peoples
- UN Declaration on the Rights of Indigenous Peoples (ubc.ca)
- Indigenous and tribal peoples (Indigenous and tribal peoples) (ilo.org)

International law organization Convention 169

B.C. Declaration on the Rights of Indigenous Peoples Act [explainer]

Treaty map and modern treaty map

"Indigenous Legal Traditions and Histories of International and Transnational Law in the Pre-Confederation Maritime Provinces"

Integration of Indigenous Culture, Knowledge and Traditions

The United Nations Declaration on the Rights of Indigenous Peoples

How to read the UNDRIP

Universal Declaration of Human Rights in Mi'kmaq

Hul'qumi'num Treaty Group v. Canada: Amnesty International Amicus Brief

International law organization Convention 169: C169 - Indigenous and Tribal Peoples Convention, 1989 (No. 169)

B.C. Declaration on the Rights of Indigenous Peoples Act

SCO 1.3	Students will investigate traditional Wabanaki law and governance.
Concepts and Content	**I Can Exemplars:**

Topics may include:
 	
Traditional Wabanaki teachings
• Oral culture
• Natural law
• Respect, harmony, sharing, balance and interdependence
• Oetsigitpogooin (Wolastoquey translations forthcoming)
• Netukulimk (Wolastoquey translations forthcoming)
 	
Ceremony
• Sweat lodge
• Restorative nature of ceremony
  o Reaffirming connections
  o Personal, individual ceremony
    ▪ Vision quest
    ▪ Naming Ceremony
 	
Sacred circles
• Council fires for peacemaking
• Healing, talking, teaching, listening, and learning
 	
Wabanaki governance structures
• Elders
• Clan mothers
• The Longhouse
• Leadership behaviour and accountability
• Individual responsibility
 	
Wabanaki Confederacy
 	
Treaty-making on Wabanaki territories
• Sacred pipe ceremony
  o Sacred nature of treaty-making
  o Role of communication in treaty-making
  o Role of treaties in community-building
	(please note that these are exemplars only and not requirements)
	
	I can demonstrate an appreciation of oral tradition and of the wisdom of Wabanaki Peoples.
	
	I can describe the significance of language in expressing Wabanaki worldviews.
	
	I can explain how natural law influences governance within Wabanaki societies.
	
	I can describe how the principle of seven generations influences Wabanaki legal decision-making.
	
	I can identify how Wabanaki law deals with environmental issues.
	I can describe the significance of relationships in Wabanaki societies i.e. kinship relations, social relations, and relationship with land and nature (Mother Earth).
	
	I can analyze Wabanaki modes of conflict resolution.
	I can discuss the significance of sacred circles in Wabanaki legal systems.
	
	I can describe the Wabanaki traditional and contemporary governance structures.
	
	I can discuss the importance of treaties with Wabanaki nations in the creation of Canada.
	
	I can explain the significance of the sacred pipe ceremony in Wabanaki legal decision-making.
	
	I can describe what it means to be a pipe-carrier.
	
	I can describe what it means to be a wampum belt-keeper.
	
	I can explain the consequences of non-adherence to sacred pipe covenants.

o Treaties as a teaching tool
• Wampum
• Covenant chain of treaties
   o Implication of treaty signatories (Wabanaki family)
   o Land ownership was not transferred to the British Crown
	I can discuss how the treaties are understood and respected in Wabanaki law and in Canadian law.
	
	I can discuss contemporary treaty-making between Wabanaki nations (specifically Wolastoqiyik, Mi'kmaq, and Peskotomuhkati) and Canada.
	
	I can contrast principles of Canadian contract law with Wabanaki principles of treaty interpretation.

Resources

Video	Website	Document
Lesson 1:2 – Oral vs Written Cultures: The Imagined Binary Lesson 1:2 – Oral vs Written Cultures: The Imagined Binary (Question 1) | Canada: Muffled Voices and National Narratives (ubc.ca) Netukulimk NETUKULIMK (UINR) - YouTube	Mi'kmaq-Wolastoqey Centre, Cultural Resources, Wabanaki Collection, University of New Brunswick Mi'kmaq Resource Centre, Unama'ki College, University of Cape Breton Mi'kmaq Resource Centre - Cape Breton University : Cape Breton University (cbu.ca) Law Archives — Wabanaki Collection Teacher Curriculum Handbook — Wabanaki Collection	Wolastoqiyik and Mi'kmaq Studies: Elementary Level, Acculturation of the Curriculum Project Kroeber, Karl, ed. (2004). Native American Storytelling: A Reader of Myths and Legends. Malden, MA: Blackwell Publishing Koqqwaja'ltimk: Mi'kmaq Legal Consciousness, Ph.D. Thesis by Jane McMillan Kopit Lodge's Manifesto Treaty of 1725 Treaty of 1749 Treaty of 1752 Treaties of 1760 – 1761 Treaty of Watertown

SCO 1.4	Students will discuss the role of the courts and practice basic legal research.
Concepts and Content	**I Can Exemplars:**
Topics may include: The role of the courts in Canada: ● Variety of courts in Canada ● What courts do ● Interpreting the constitution ● Appellate review Court structure in Canada. ● Hierarchy of the courts Precedent and the doctrine of *stare decisis*. ● Importance of precedent in judicial decision-making and legal argument *Research case law and legislation on the concepts or content covered throughout this course.	(please note that these are exemplars only and not requirements) I can explain the role of the courts in interpreting the constitution. I can identify the importance of precedent in judicial decision-making [the doctrine of *stare decisis*]. I can outline the structure of courts in Canada. I can identify primary and secondary sources in my legal research I can research judicial decisions. I understand what it is to "note up" a decision. I can find legislation. I can discuss the implications of the law in society.

Resources		
Video	**Website**	**Document**
Inside the Supreme Court of Canada: The Role of the Court Stare Decisis Doctrine: Definition and Example Cases Simple Intro to Basic Legal Research on CanLII	The Canadian Judicial System The Judicial Structure The Canadian Legal Information Institute Justice Laws Website Parliament of Canada Legisinfo New Brunswick Acts and Regulations The Legal Dictionary	Canadian Legal Research and Writing Guide

GCO 2	Students will examine key features of public law in Canada.	
SCO 2.1	Students will describe key features of criminal law in Canada.	
Concepts and Content		**I Can Exemplars**
Topics may include: Sources of Criminal law: ● The Criminal Code ● Provincial offences ● Judicial decisions ● Role of the *Charter* The role of the criminal law in maintaining a just, peaceful and safe society ● Social function of the criminal law The trial process: ● Logistics of criminal trials ● Role of the jury ● Burden of proof The International Criminal court ● What types of crimes does it prosecute? ● How does the court work? ● How are victims' voices heard? ● Is the court effective?		(please note that these are exemplars only and not requirements) I can identify the sources of Criminal law in Canada. I can describe the role of the Criminal law. I can outline the trial process. I can articulate the role of a jury in criminal trials. I can research the Criminal Code. I can describe the relationship between the *Charter of Rights and Freedoms* and the Criminal law. I can explain how the law can disproportionately affect some groups. I can establish how power and control of dominant groups is exercised in the law. I can evaluate how laws could be different to better support equity under the law. I can outline the role of the ICC. I can explain the types of crimes the ICC prosecutes. I can discuss controversies around the role of the ICC.
Resources		
Video	**Website**	**Document**
Canadian Criminal Trial Process What is a Crime? Charter of Rights and Freedoms in the Criminal law	Criminal Law in Canada Understanding Criminal Law in Canada Criminal Law in Canada The Trial Process:	Criminal Code (R.S.C., 1985, c. C-46)

Youth Criminal Justice: Arrest, Detention, and Bail

Criminal Law - Part One: Definition, Sources, Purpose & Punishment [from the US, but helpful context and overview]

The ICC in 3 minutes

Why is the International Criminal Court under attack? - BBC News

- Trial - Canadian Victims Bill of Rights (justice.gc.ca)
- Your Voice In Criminal Court | Law Lessons

International Criminal Court

SCO 2.2	Students will evaluate the role that systemic biases play in the law and the impacts these biases have on different groups.	
Concepts and Content	**I Can Exemplars**	

Concepts and Content	I Can Exemplars
Topics may include:	(please note that these are exemplars only and not requirements)
Structural and institutional racism	I understand structural and institutional racism.
Sentencing: ● Gladue sentencing principles ● Biases against Indigenous and Black accused ● Problems with jury selection: 　○ "Out-group identification" and the need for representative juries and	I can discuss the relationship between Indigenous peoples and the Criminal law. I can discuss the relationship between Black peoples and the Criminal law. I can articulate the purpose and application of *Gladue* sentencing principles.
Restorative justice: ● What is restorative justice? ● How restorative justice works	I can identify features of restorative justice. I can consider the relationship between Criminal law and Indigenous legal orders.
Criminal law and Indigenous legal orders: ● Relationship between criminal law and Indigenous law ● Historical role of criminal law in relation to Black & Indigenous peoples	I can outline problems with the disproportionate representation of Black and Indigenous people in federal jails.
Peace and Friendship Treaties and Criminal law jurisdiction: ● Which communities held criminal law jurisdiction under the peace and friendship treaties	I can research possible solutions to over incarceration. I can identify how the Peace and Friendship Treaties dealt with Criminal law jurisdiction.
Disproportionate representation of Black and Indigenous people in federal jails: ● Problem of disproportionate representation (over-incarceration) ● Causes of disproportionate representation ● Possible solutions	I can explain how implicit biases and racism may impact the application of the law. I can outline how negative outcomes associated with biases can be avoided.
Biases in the law: ● Criminal law biases ● Judicial bias ● Biases in policing	I can explain what discrimination means from a legal perspective. I can articulate judicial bias. I can identify biases against Black accused.

Resources		
Video	**Website**	**Document**
Indigenous Over-Incarceration	The Marshall Inquiry	Treaty of 1752
Transforming the criminal justice system	What is Discrimination? (chrc-ccdp.gc.ca)	Department of Justice: A One-Day Snapshot Of Aboriginal Youth In Custody Across Canada: Phase II
Transforming the criminal justice system 2	What is judicial bias?	
Aboriginal transformative justice	Bias in policing	The Marshall Inquiry: Royal Commission on the Donald Marshall, Jr., Prosecution
How judges judge	Law prof details the overt and systemic racism in 3 key cases in Canada's legal history	First Nations Representation on Ontario Juries
Police Bias Explained	Black Legal Action Centre of Ontario	Marshall Inquiry
Racial profiling:	Racial disparities in arrests and sentencing	Department of Justice: A One-Day Snapshot Of Aboriginal Youth In Custody Across Canada: Phase II
• Racial profiling by stores, landlords and companies: Are we racist? (CBC Marketplace) - YouTube	Historic examples:	
• A 'veil of darkness' reduces racial bias in traffic stops | Stanford News	• Marie-Joseph Dite Angelique	*Policing Black Lives: State Violence In Canada from Slavery to the Present,* by Robyn Maynard
	• George and Rufus Hamilton	
	• Nancy	

SCO 2.3	Students will examine the *Charter of Rights and Freedoms* to understand how *Charter* rights are interpreted and applied.	
Concepts and Content	**I Can – exemplars:**	
Topics may include:	(please note that these are exemplars only and not requirements)	
Types of rights under the *Charter*	I can explain why the *Charter* was adopted.	
• Fundamental freedoms	I can identify the rights protected under the *Charter*.	
• Democratic rights	I can consider the relationship between rights and responsibilities.	
• Mobility rights		
• Legal rights	I can describe acceptable limits on rights.	
• Equality rights	I can analyze how the lenses and biases of the *Charter* creators affected its application.	
• Official Language rights		
• Minority language educational rights	I can examine the application of rights in legal cases.	
Limitations on rights	I can analyze the structure of human rights courts and experiences navigating them.	
• S.1 and the *Oakes* test		
Role of rights in a democratic society		
• Rights and democracy		
• Citizenship		
• Individuals and the state		
Notwithstanding clause		

Resources		
Video	**Website**	**Document**
Charter Primer	Guide to the Canadian Charter of Rights and Freedoms	*Constitution Act, 1982* Part 1: Charter of Rights and Freedoms
The Charter at 35	Overview: Law Lessons Resources | Law Lessons	
Constitution of Canada - Part 3 (Canadian Charter of Rights and Freedoms)	Black people banned from Saint John (Parrtown) in city's first Royal Charter in 1785:	
	• Charter of Incorporation legal definition of Charter of Incorporation	
	• Institutional Discrimination in the 1785 Saint John Royal Charter | The Loyalist Collection (unb.ca)	

SCO 2.4	Students will analyze how the law shapes the historic and contemporary relationship between Indigenous peoples and settler Canadians

Concepts and Content	I Can Exemplars:
Topics may include: History of s.35 ● The "constitution express" ● Indigenous activism and constitutional rights History of 15(1) Definition of "Aboriginal and Treaty rights" ● Judicial definition and interpretation of s.35 ● *Van der Peet* 'integral to the distinctive culture' test Aboriginal Title: ● The nature of common Aboriginal title ● Exclusive occupation test for establishing title The Duty to Consult: ● The Honour of the Crown ● Crown obligations to consult Importance of treaty rights today: ● Signifies political nature of Crown-Indigenous relationship ● Significant Supreme Court cases re. land title and hunting and fishing rights (eg. Marshall and Marshall II) ● Hunting and fishing rights ● Right to 'moderate livelihood' fishery Distinction between Aboriginal rights and Charter rights ● Group vs individual rights ● Aboriginal rights are "inherent" rights grounded in prior occupation of territory	(please note that these are exemplars only and not requirements) I can describe the history of the inclusion of Aboriginal rights in the constitution. I can distinguish between Aboriginal rights and *Charter* rights. I can explain the difference between white settlers and early Black inhabitants of Canada. I can explain the historical and contemporary importance of treaties and treaty rights. I can understand when the duty to consult arises and what it entails. I can explain features of the *Indian Act*. I can investigate how the law changes over time.

Resources		
Video	**Website**	**Document**
Is the Crown at War With Us?	Section 15 – Equality rights	The Duty to consult

Aboriginal and Treaty Rights in Canada's Constitution	The Gabriel Sylliboy Decision overview;	Report of the Truth and Reconciliation Commission of Canada
	The Gabriel Sylliboy Decision;	
	Sylliboy news release	
	R v Marshall, [1999] 3 SCR 456	
	(s.35 Aboriginal Rights: the Sparrow and Van der Peet)	
	Indian Act podcast	
	The *Indian Act*	
	The Narwhal: "Death by a thousand cuts: a comic"	
	Constitution Express	

SCO 2.5	Students will consider human rights in international law and under federal and provincial regimes.
Concepts and Content	**I Can Exemplars**
Topics may include: What is international law? ● Sources of international law How is international law made? ● Deliberative bodies ● Treaties and conventions ● Judicial bodies Is international law enforceable? Enforceability of different types of international law History of Human rights ● Development of human rights in international law post WWII ● Universalization of rights Federal protections of human rights ● Protection from discrimination in employment, housing, or education in relation to federally regulated services ● Role of Canadian Human Rights Commission Provincial protections of human rights ● Protection from discrimination in employment, housing, or education in relation to provincially regulated services ● Role of New Brunswick Human Rights Commission ● The fight to include sexual orientation to provincial legislation in New Brunswick	(please note that these are exemplars only and not requirements) I can outline the international law system. I can explain the role of the United Nations General Assembly. I can explain how international law applies in Canada. I can understand what is meant by customary international law. I can identify the main judicial bodies at international law. I can identify rights in the Universal Declaration of Human Rights. I can explain the role of the New Brunswick Human Rights Commission and the role of Ombudsman. I can describe how Human Rights codes in many provinces were a result of first legislations against racial discrimination. I can explain the role of the Canadian Human Rights Commission. I can identify the types of issues dealt with in federal and provincial human rights legislation. I can illustrate how to file a human rights complaint.

Resources		
Video	**Website**	**Document**
Universal Declaration of Human Rights	International Law and Justice	Charter of the United Nations
Canadian Human Rights Commission videos	General Assembly of the United Nations	Universal Declaration of Human Rights
New Brunswickers Want Action Season 1, Episode 1 on the New Brunswick Human Rights Commission	International court of justice	New Brunswick Human Rights Act
	Customary international law	Canadian Human Rights Act (R.S.C., 1985, c. H-6)
	World Trade Organization (WTO)	
	The New Brunswick Human Rights Act Explained	Decision of the Canadian Human Rights Tribunal on First Nations Child Welfare;
	Canadian Human Rights Commission	UNHR International Covenant on Civil and Political Rights
	What are Human Rights?	
	Jordan's Principle	
	Canadian Civil Rights Trailblazers	
	The Queer Heritage Initiative of New Brunswick	
	Maritime civil rights trailblazers	
	Canadian Human Rights and Equity History	
	Racially segregated schools in Canada: • Racial Segregation of Black Students in Canadian Schools | The Canadian Encyclopedia • Blacks in Canadian Human Rights and Equity History	

SCO 2.6	Students will investigate public law considerations around internet use and online behaviour.

Concepts and Content	I Can Exemplars
Topics may include: Criminal Law and the internet: • Harassment • Defamatory Libel • Obscene Materials • Incitement of hatred Cyberviolence • Cyber-exploitation • Non-consensual sharing of intimate images • Cyber-stalking • Cyber-misogyny • Cyber-extortion	(please note that these are exemplars only and not requirements) I can identify how the criminal law regulates online behaviour and what types of online behaviour may have criminal consequences. I can explain how cyberviolence is defined at law and legal consequences of cyberviolence.

Resources		
Video Amanda Todd's accused cyberbully facing charges in Canada Canada's cyberbullying bill Criminal Harassment and Consequences Outside of the Shadows: A Project on Criminal Harassment in Canada	**Website** Cyberbullying Outline Internet and the Law: • Law and the Internet | The Canadian Encyclopedia • Be careful what you write: that online review could get you sued | Globalnews.ca Defamation and Libel	**Video** Criminal Code: RSC 1985, c C-46 | Criminal Code | CanLII [*See s.162.1 on sharing of intimate images; s.163 publishing obscene materials; ss.297-316 on Defamatory Libel; s.430 on mischief in relation to computer data; s.319 on public incitement of hatred*]. *R. v. J.B.,* 2018 ONSC 4726 [case dealing with distribution of intimate images contrary to the *Criminal Code*] 2018 ONSC 4726 (CanLII) | R. v. J.B. | CanLII

GCO 3	Students will examine key features of private law in Canada	
SCO 3.1	Students will review the basics of tort law in Canada	
Concepts and Content		**I Can Exemplars**
Topics may include:		(please note that these are exemplars only and not requirements)

Concepts and Content	I Can Exemplars

The law of torts in Canada
  ● Introduction to tort law and civil litigation
  ● Key terms
 	
Types of tort
  ● intentional torts
  ● unintentional torts (negligence)
 	
How civil claims can be used to resolve individual and collective concerns.
  ● Damages
  ● Class action suits
  ● Indigenous modes of conflict resolution
	I can explain the difference between intentional and unintentional torts.
	
	I can articulate the difference between public and private law.
	
	I can identify how civil claims may provide remedies for groups or individuals who have suffered harms.
	
	I can describe Indigenous modes of conflict resolution.

Resources		
Video	**Website**	**Document**
What is Torts? And what Torts is not [US content, but helpful context] Different Types of Torts in Canada - Basic Concepts An introduction to civil process and terminology	Torts in Canada Tort Law 101: Definition and Types What is a Tort Claim? Duhaime Personal Tort and Injury	Indigenous modes of conflict resolution

SCO 3.2	Students will investigate of the role of contracts and the basic law of contract.

Concepts and Content	I Can Exemplars
Topics may include: Contracts: ● importance of contract ● legal requirements of a contract ● breach of contract ● remedies for breach	(please note that these are exemplars only and not requirements) I can explain the formalities required to establish a contract. I can explain the social role that contracts play. I can describe how contracts upheld enslavement. I can identify various remedies available for breach of contract. I can explain some things that might invalidate a contract.

Resources

Video	Website	Document
A Quick Look at Contract Law	Canadian contract law Contract law in Canada: ● Contract Law in Canada - Rabideau Law ● Contract Law in Canada | The Canadian Encyclopedia Contracts and agreements Black enslavement in Canada Chloe Cooley and the Act to Limit Slavery in Upper Canada	Law of contracts in R v Marshall (paras 10, 43, 52, 78, and 81) Slavery, Liberty, and the Right to Contract Slavery In the United States

SCO 3.3	Students will investigate the law of property in Canada.
Concepts and Content	**I Can Exemplars**
Topics may include: Property rights ● types of interests in property ● Land registration ● Fee simple estates ● Life estates Tangible and intangible property Racism in property law Real and personal property ● Distinction between real and personal Introduction to leases ● Commercial leases and the common law ● Residential leases and the NB statute Inheritance ● Estates Jurisdiction over property ● Provincial Jurisdiction under s.92(13) Indigenous property ● Property under the *Indian Act* ● Remedies for lost land under the Specific claims tribunal ● Property and the 1725–26 treaty	(please note that these are exemplars only and not requirements) I can explain how the concept of ownership of land and property is a Western concept. I can discuss how the collision of cultures with legal systems that protect ownership under law has created tensions and major issues. I can distinguish between real and personal property. I can distinguish between tangible and intangible property. I can analyze the residential tenancies act. I can identify racial discrimination in housing and restrictive covenants in deeds. I can articulate different kinds of property rights in Canada. I understand what types of limitations may be placed on estates and what legislation governs wills. I can identify property rights under the *Indian Act*. I can explain how the Specific Land Claims Tribunal provides remedies for Indigenous loss of land.

Resources		
Video	**Website**	**Document**
Property Law – Introduction	Land Registration	New Brunswick Residential Tenancies Act
	Hundreds of Years of Racism in Canadian Property Law	*R. v. Paul (T.P.)*, 1997 CanLII 17799 (NB QB)

Madawaska Maliseet First Nation Specific Land Claim:

- Madawaska Maliseet First Nation v. Her Majesty the Queen in Right of Canada - Specific Claims Tribunal Canada (lexum.com)
- Final-MMFN LAND CLAIMS NEWSLETTER_ver12_English.cdr (wabanakicollection.com)

Indian Act (ss.44-46)

SCO 3.4	Students will investigate Private Law considerations around Internet use

Concepts and Content	I Can – exemplars:
Topics may include: Law of Defamation Tort of Internet Harassment Illegal Downloading and Copyright Privacy and the Internet	(please note that these are exemplars only and not requirements) I can explain the tort of Internet harassment. I can articulate the law of defamation and identify what constitutes defamation. I can explain how copyright law relates to illegal downloading of TV, movies, and music. I can explain how personal information is protected and how it is vulnerable. I can discuss how privacy policies are legal contracts where users give companies rights to their private data. I can examine how a company might use my personal information to their benefit.

Resources		
Video Is It Illegal To Watch Movies Online For Free In Canada? Bad Reviews and Defamation Law in Canada Defamation: Cases That Should Have Gone to the Supreme Court of Canada, But Didn't! Tort Law: The Rules of Defamation Libel law and libel chill in Canada	**Website** Cyberbullying Legal Outline Private and Public Law dimensions Internet and the Law: - Law and the Internet | The Canadian Encyclopedia - Be careful what you write: that online review could get you sued | Globalnews.ca The Tort of Internet Harassment: A new tort with an extraordinary remedy Primer on Defamation Defamation laws on the internet Privacy and the Internet	**Document** *Caplan v. Atas*, 2021 ONSC 670? [case creating the tort of internet harassment] *Rogers Communications Inc. v. Voltage Pictures, LLC*, 2018 SCC 38 [case dealing with illegal downloading] *Personal Information Protection and Electronic Documents Act*

Office of the Privacy Commissioner of Canada

Illegal Downloading

Downloading and Copyright

New regulations about illegal downloading go into effect

Lawsuits hit Canadians accused of illegal downloading, uploading of movies

5. Bibliography

Common Content

Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

Nelson, L. (2014). *Design and Deliver: Planning and Teaching Using Universal Design for Learning* (1st Edition). Paul H. Brookes Publishing Co.

Restoule, J-P., & Chaw-win-is. (2017, October). *Old ways are the new way forward: How Indigenous pedagogy can benefit everyone*. The Canadian Commission for UNESCO IdeaLab.

Roy, D., Kustra, E., Borin, P. (2003). *What is a "Good" Inquiry Question*. McMaster University Library Resources. https://cll.mcmaster.ca/resources/misc/good_inquiry_question.html

Stiggins, R. (2008, September 8). *Assessment FOR Learning, the Achievement Gap, and Truly Effective Schools* [Conference presentation]. Educational Testing Service and College Board conference, Washington, DC, United States.

Universal Design for Learning, Center for Applied Special Technology (CAST) http://www.cast.org/

Subject Specific

Seixas, P. (2006). *Benchmarks of historical thinking: A framework for assessment in Canada*. University of British Columbia: Centre for the Study of Historical Consciousness.

Seixas, P., Morton, T., Colyer, J., & Fornazzari, S. (2013). *The big six: Historical thinking concepts*. Nelson Education.

Sharpe, B., Bahbahni, K., & Tu Huynh, N. (2016). *Teaching geographical thinking (revised and expanded edition).* The Critical Thinking Consortium/ The Royal Canadian Geographical Society.

6. Appendices

6.1 New Brunswick Global Competencies

Innovation, Creativity and Entrepreneurship

Enhancing ideas, turning ideas into actions, demonstrating leadership, thinking independently, and employing entrepreneurial mindsets.

Critical Thinking and Problem-Solving

Addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions.

Self-Awareness and Self-Management

Becoming self-aware and demonstrating agency, belief in one's ability to learn, and thinking about thinking.

Foundational Skills: Literacy and Numeracy, and Core Learning in Subject Areas

Collaboration

The interplay of the cognitive, interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams.

Sustainability and Global Citizenship

Reflecting on and appreciating diverse perspectives, understanding and addressing diverse issues, and the capability of being an engaged citizen.

Communication

Receiving and expressing meaning in different contexts and with different audiences and purposes.

6.2   Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of **assistive technology** that could be used to enhance/facilitate this lesson?	Screen readers, screen magnifiers, speech-to-text, text-to-speech, etc.
Are there **materials which can appropriately challenge** readers to enhance this learning?	The Social Studies SharePoint site offers resources which can extend learning for students who require more challenging course material.
Are there students in this group who cannot **access this learning (PLP background)** and whose needs I must revisit before teaching?	Teachers should view previous PLP information for considerations.
Are there other **choices** that can be provided in this learning opportunity?	Learning can be differentiated for outcomes as well as for depths of learning and methods of demonstrating learning.
Is there another/a **variety of media** available? Only paper-based? Can it be listening? Can I add a visual component?	The Social Studies SharePoint site offers resources that include visual and auditory means of learning about Social Studies topics.

Can **movement** be involved?	Students can perform this learning on any device.
Grouping and regrouping?	Learning can be cooperative and team-based. Learning can be demonstrated using virtual means and in games and competitions.
Teacher versus non- teacher centered? **Instructional design strategies** –…	Learning always revolves around the teacher, but opportunities exist for students to be more self-directed and self-paced using online resources and project-based learning. Students can self-initiate projects.
Opportunities for students to **propose variations** to the assignments/projects?	Students may propose any variations that will demonstrate achievement of the curriculum outcomes in this course.
Use of **art /music / technology**?	Almost all student resources for this course are available online. There are many additional online resources for Social Studies education, including web sites and videos, listed on the Social Studies SharePoint site.
Can I use **drama**? Art….	Multiple modes of artistic expression can be used both to understand, explain, and demonstrate learning about Social Studies topics including ethical, historical, geographical, cultural, sociological, and philosophical elements.
Is there a plan to support the student/s who might already know this subject matter? **Enrichment**	Students can prove prior learning and have opportunities to advance and enrich their own learning. This can be through self-initiated project proposals at various degrees of independence.

Does the **language level** need to be adjusted for the student to access this learning?	This course is highly dependent on the use of the English language. While students can use online translators for context, the demonstrations of learning are usually done in English. The teacher may wish to search for online lessons that are multi-lingual dealing with big concepts in the Social Studies such as justice, citizenship, etc.
Is there an **independent or collaborative activity-project** that would be better meet the needs of one or more students?	This course is best taught using an inquiry approach, which lends itself to project-based learning. Course work can be done independently or collaboratively, based on the needs of the student.
Are there any **experts** that I could bring into the classroom electronically or as a guest speaker?	There are many experts available, locally and online, as well as seminar and lecture videos such as TED talks, etc.
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more **relevant**?	Create, start, and adjust the unit based on the students' interests. There may be many different entry points to a topic based on student readiness, background, and interest, as well as local connections.
Is there a **hands-on experience** that we could do to launch this lesson or this learning?	Learning in the Social Studies is effective when planned through local, place-based approaches. Teachers should seek out opportunities to connect curriculum content and concepts with experiences in the local community.

6.3   Culturally Responsive Teaching

Clarifying "Culture"

To understand the role *culture* plays in our classrooms, it helps to view *culture* as *ways of knowing and being*. Or, as Zaretta Hammond explains it (2015), "Culture is the way that every brain makes sense of the world" (p. 22). Our *ways of knowing and being* influence how we interpret everything. Each person's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world.

What is Culturally Responsive Teaching?

Culturally Responsive Teaching is not a tool, a strategy, or an add-on. It is a way of teaching that recognizes and honours the variety of cultures and experiences from which students are approaching their education and the world. Teachers working to become culturally responsive also recognize their own biases and work to counter their internalized assumptions about levels of physical, social or academic competencies based on gender, culture, race or socio-economic status.

Culturally Responsive Teaching (CRT) is different from Multicultural and Social Justice Education. Whereas Multicultural Education recognizes and celebrates diversity, and Social Justice Education values the fostering of critical lenses, Culturally Responsive Teaching is focused on equitable instructional practices.

Why is CRT a priority practice?
Culturally and linguistically diverse students have trouble remembering and learning in classrooms where they are minoritized and not valued for their unique experiences. Feeling unsafe, unseen or misunderstood leads to "amygdala hijacks," wherein the brain produces cortisol and is unable to learn (Hammond, 2015). *Conversely, when students feel affirmed, trusted and validated as who they are, the teacher can become the "warm demander" that students need (Hammond, 2015).*

What may it look like?

Teachers working to become culturally responsive intentionally and consistently use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations. They affirm students' backgrounds and *funds of knowledge*, and fully and openly expect that learners will achieve.

Teachers working to become culturally responsive understand that they are not "doing something new to students" (Hammond, 2015, p. 52), but rather working internally to transform their own expectations, understandings and practice. Hammond explains: "Before [we] can

leverage diversity as an asset in the classroom, [we] must reflect on the challenges that can interfere with open acceptance of students who are different from [us] in background, race, class, language, or gender" (p. 53).

In culturally inclusive environments, educators:

- use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations.
- affirm learners' *funds of knowledge* by validating, representing and learning from diverse ways of knowing.
- change deficit focuses and approaches into positive ones by focusing on contributions, ways of knowing, histories, and role models which are culturally diverse and may be different from the expected norm.
- respond positively to diverse cultural expressions and share their own.
- build trust with families, especially those from communities that may not have been provided positive schooling experiences in the past.
- recognize and participate in special events that students and school community members are experiencing.
- hold and demonstrate high expectations, while providing as many scaffolds as needed when needed.
- collaborate with families and community to ensure that school plans and initiatives are inclusive of all school members.
- examine their own biases and cultural lenses and respond consistently and effectively to reports of prejudice, bias or discrimination.

> *Funds of knowledge* = knowledge that learners and their family members have because of their unique cultural identities and roles in the family and/or community (e.g., how to resolve conflict, ways to show respect for Elders). Honouring these *funds of knowledge* is valuable as they are culturally relevant and meaningful to learners.

> *Scaffolds/scaffolding* = a variety of instructional techniques used to support students as they move toward stronger understanding and independence

What can I do to start?

When planning, consider:
- What background knowledge do I need to provide, and how can I tap into and validate the knowledge(s) my students have?
- What messages am I sending through the objects and practices in my learning environment? What can I change?
- Who can help me work toward becoming culturally responsive?

When teaching, consider:
- How can I address negative self-talk in my students and model how to "talk back"?
- How can I ensure I find time to listen to my students, and validate their experiences?
- Whose voices and experiences do I amplify? Whose voices are missing or silenced?

When assessing, consider:
- Did I provide adequate explanation and modelling of what I expect, including various exemplars?
- Did I provide space and support for students to choose how to demonstrate their knowledge?
- Has the learner shown an understanding of the outcome, even if it's not what I expected?

For further learning on Culturally Responsive Teaching, please consult the Ready for Rigour Framework (Hammond):
https://crtandthebrain.com/why-we-need-a-framework-for-culturally-responsive-teaching/

6.4   Historical and Geographical Thinking Concepts

The "Big Six" Historical Thinking Concepts

Historical Significance – *looks at why an event, person, or development from the past is important. E.g., what is the significance of a particular event in history? What would have happened if this person [historical figure] had not existed?*

Evidence – *looks at primary and secondary sources of information. To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry, for example, than would be asked about an artefact.*

Continuity and change – *considers what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time?). Includes chronology and periodization, which are two different ways to organize time and which help students to understand that —things happen between the marks on a timeline.*

Cause and Consequence – *examines why an event unfolded the way it did and asks if there is more than one reason for this (there always is). Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., how has the exchange of technologies over time changed the traditions of a culture?). This concept includes the question of – agency, that is, who (what individual or groups) caused things to happen the way they did?*

Historical Perspective – *any historical event involves people who may have held very different perspectives on the event. For example, how can a place be found or – discovered if people already live there? Perspective taking is about trying to understand a person's mind set at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.*

Ethical Dimension – *assists in making ethical judgments about past events after objective study. We learn from the past in order to face the issues of today. Perspective-taking and moral judgement are difficult concepts because both require suspending our present-day understandings/context.*

Seixas, P. (2006). *Benchmarks of historical thinking: A framework for assessment in Canada*. UBC: Centre for the Study of Historical Consciousness

The Six Portals of Geographical Thinking

Spatial significance – *The central question about matters of geographical importance is: How do we determine and assess the features that make particular geographical phenomena and locations worthy of attention or recognition?*

Patterns and trends – *This portal raises the question: What can we conclude about the variation and distribution of geographical characteristics over time and space?*

Interrelationships – *This portal raises the question: How do human and natural factors and events connect with and influence each other?*

Geographical perspective – *The key question in understanding the geography of a place is: What are the human and physical features and identities, as understood through various lenses, that characterize a place?*

Evidence and interpretation – *This portal raises the questions: What information can be used as evidence to support ides about geography, and how adequately does the geographical evidence justify the interpretations offered?*

Ethical judgment – *The central question invoked by ethical judgement is: How desirable and responsible are the practices and outcomes associated with particular geographical actions and events?*

Sharpe, B., Bahbahni, K., & Tu Huynh, N. (2016). *Teaching geographical thinking (revised and expanded edition).* The Critical Thinking Consortium/ The Royal Canadian Geographical Society.

7.   Resources

Canadian Geographic Education: https://cangeoeducation.ca/en/

The Centre for the Study of Historical Consciousness: https://www.cshc.ubc.ca/

The Critical Thinking Consortium: https://tc2.ca/

The Historical Thinking Project: https://historicalthinking.ca/

Social Studies SharePoint site: https://nbed.sharepoint.com/sites/SocialStudiesK-12

World of Wisdom: https://world-of-wisdom.ca/portfolio/traditional-knowledge/.